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The Western Journal of Education.

Founded in 1895 by Harr Wagner

TEXTBOOK SHORTAGE

THE TEXTBOOK SHORTAGE TO CONTINUE!

Statement by California Bookmen's Association

The past three years have been difficult, troublesome years for the schools of California and of the nation. Shortages of trained teachers, of school supplies and equipment, and even of basic textbooks have plagued administrators and teachers in carrying out the educational program. It is now evident that the teacher shortage will be the first of these to be relieved.

Textbook publishers have expressed their appreciation of the cooperation of schools in getting orders in early and for the patience that teachers and administrators have shown with delays in the receipt of orders. The publishers believe that school-people have realized the difficulties under which all publishers worked during the war. Some of these handicaps were:

1. Despite the fact that textbook publishers use but 2 per cent of all bookpaper manufactured, they were cut from 15-25 per cent of the amount of paper by weight used by each company during the year 1942. Because of the very greatly increased use of paper by various governmental agencies, with priority on the supply, not enough paper-pulp could be produced to supply the book publishers in all cases with the quotas to which they were entitled.

2. No consideration was given to the importance of educational publishings. Textbook publishers were cut as greatly in their paper supply as were, for example, publishers of pulp magazines.

3. Paper allotments were not made on a full year basis, but by quarters, with the consequence that manufacturing schedules were difficult to plan or maintain. Delays in the securing of paper aggravated the problem of getting books to the schools on time.

4. In each new printing of a standard book, 10 per cent less paper by weight was required by the WPB, causing difficulty in maintaining standards.

5. Manufacturing problems were augmented by difficulties in securing trained labor, in securing book-cloth, in securing machine parts for repairs, and in the purchasing of any new machines.

MANY CONTINUING SHORTAGES

Unfortunately, the recent removal of governmental restrictions on paper and cover cloth does not mean that textbooks will become immediately plentiful. A recent authoritative survey indicates there will be shortages of paper, cover cloth, skilled labor, and new machinery to replace worn out machinery, throughout 1946.

In other words, manufacturing conditions beyond the publishers control will still exist for months to come. The textbook publishers hope, therefore, that school administrators and teachers will continue to get their book orders in early, well ahead of the time when the books are needed in the classroom, and that they will continue to be patient over delays in receiving books that have been ordered.

Reprint from Sierra Educational News, *January,* 1946

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January, 1946

FISH and FISHING

A NEW SCIENCE READER

By HARRINGTON WELLS

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Unit 1:
WHY FISH ARE IMPORTANT TO MAN

Unit II:
HOW FISH LIVE

Unit III:
STRANGE FISHES

Unit IV:
FISHES, CRUSTACEANS, AND MOLLUSKS CAUGHT FOR FUN OR FOR FOOD

Unit V:
WATCHING FISHERMEN AT WORK AND AT PLAY

Appendix:
Self-pronouncing Glossary of Names and Terms. Scientific Names of Fishes, Crustaceans, and Mollusks Mentioned in This Book. Good Books About Fishes.

List Price, $1.92

HARR WAGNER PUBLISHING COMPANY
609 Mission Street
San Francisco California

CALIFORNIA TEA[illegible] ASSOCIATI[illegible]

THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
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School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association. This organization deserves the support of everyone interested in a good public education program in California.

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Chief Deputy Superintendent of Schools
San Francisco 2

State Executive Secretary
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660 Market Street
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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Vol. LII, No. 1 San Francisco January, 1946

Jottings of a Traveling Bookman

By W. M. CULP

As far as the State of California is concerned, the year 1946 is of tremendous historical importance for it marks the 100th anniversary of the raising of the American Flag July 7, 1846, at Monterey, signalizing the conquest that brought California into the Union in 1850. It is also a year in which the problems of continued immigration lay unforeseen burdens upon educational facilities and governmental units of state, county, village, and city. With the ending of the war it was thought the vast immigration of the war years would recede and that those who had come to California to work in war industries would return whence they had come. It has not worked out that way. A few have returned but their places have been filled with greater numbers than ever of people coming to make their homes in the Golden State. It is not only the urban centers that have felt the impact but every section of the State, rural as well as city, is filled up and schools are crowded.

California has been settled through the years by periodic waves of immigration. As the eminent California historian, Rockwell D. Hunt, writes: "Charles F. Lummis, who perhaps was without a peer in his discriminating appreciation of the pre-American period of our history, pronounced California the child of Spain. In the light of the longer perspective we may now make bold to declare the California we know is the child of destiny. For among the great ideals that have shaped the course of American history the most powerful and effective in contributing to the acquisition of California was the grandiose emotion, Manifest Destiny." The Thirteen States, the trek across the Appalachians to the Mississippi Valley, the Louisiana Purchase, the Annexation of Texas, the Mexican War culminating with the conquest of that vast territory between the Rocky Mountains and the Pacific Coast. Manifest Destiny—the outreachings of a people for land, ever going West. The acquisition of a continent by the American people in competition with the great nations of Spain, France, Russia, and England. And in 1946 this inundation of peoples continues in its fifth wave. The first was in 1846 just previous to the raising of the American Flag at Monterey; the second, the Gold Rush days of '49 and the early 50's; the third, that of the middle eighties on the completion of the Southern Pacific and the Atcheson, Topeka, and Santa Fe Railroads into California, with their advertising and cut railroad fares West; the fourth, the growth of the early 1900's; and the fifth, now in continuous process, the vast increase of these past war years which is still not ended.

Estimate of the state's population now is 9,250,000, representing a 34 per cent increase in less than six years. In Southern California alone the population of Los Angeles County is placed at 3,584,000, a 29 per cent gain over the Federal Census of 1940 and almost 39 per cent of the state's total population. The city of Los Angeles is now estimated to have a population of 1,769,659, an increase of 265,374 since 1940. The San Franciscan metropolitan area including Oakland, Berkeley, Alameda, Richmond, and the towns down the peninsula, is the other center of the state with the greatest population growth.

This growth is having its continued effect upon education in California. The first problem was that of securing teachers to handle the increased enrollment In the past this has been solved by the issuing of temporary teaching credentials to individuals who did not come up to California's educational teaching standards. Still, the greatest problem in the state is the filling of rural positions which from the salary point of view in normal years should not be unattractive, as rural salaries now are mostly in the $2,000 bracket. The second is that of adequate buildings. With bond issues available in many places the situation is complicated by rising costs of construction which exceed the amount available for the facilities needed. The third problem is that of securing enough tax money to meet the rising costs of every kind.

These problems are being met by an increased campaign to get people to take up education as a career and to fill the teacher training institutions once again. The securing of more money for school purposes was aided greatly by the action of the last State Legislature in raising the apportionments for each district from the state's funds according to the mandate of Constitutional Amendment No. 9. In addition, out of a $90,000,000 backlog the schools of the state are looking for more aid in each district's building problems. Already a tremendous expansion program has been laid out by Governor Warren for the state's higher educational institutions. Over a hundred million is planned for the University of California at Los Angeles alone. Some ten new structures are in the program. Of this sum $47,000,000 is for a new Medical School and Hospital at the University of California at Los Angeles, which as it materializes, will undoubtedly bring that institution to the largest in enrollment in the West. The carrying out of the plans of the Strayer Educational Report on the Educational Reorganization of California State and Local School systems is now in course of fulfillment. This will largely result in the reorganization of the State Department of Education under the new State Superintendent of Public Instruction Roy E. Simpson and the unification of many of the smaller school districts into larger units.

To the book companies the new Education Code sections 19141 - 42 - 43 of the California State Code passed at the last legislature will probably be of more interest and have more effect in the manner of getting book sales across than anything of like occurrence of recent years. These Code Sections authorize the county superintendent of schools, by agreement with the county librarian and with the approval of the county board of supervisors, to take over all the functions of the school department of the county library. Thereafter, the county superintendent will provide all services usually given by the county library. This means that the purchase of books under such a set-up will be by direction of the county superintendent of schools, his county board of education, or a delegation of such authority to his corps of supervisors. In the past, magnificent school service has been given by county libraries to those school systems to whom they were under contract. In the past each school system joining the county library handed over to it its appropriation for the purchase of supplemental and library books. This sum was a minimum of $25 per teacher and a maximum of $50 which could be set at the direction of the county superintendent of schools.

The law now has been changed so that the minimum is $75 per teacher and the maximum the ability of the school district to pay. Under the old set-up the book companies had to make in many cases three sales attacks to get one sale across. They first had to get the books approved by the county board of education. Second, they had to get the school to request such approved books, then after the request was in they had to try to get the county librarian to make the purchase. In the new set-up the county superintendent of schools and his county board of education will make the adoptions, they know what money is available, and they can order the person in the county office in direct charge of the county school library department to make purchases of such books in such and such numbers. It will necessitate increased salesmanship upon the book companies with the personnel of the various county school offices in the State. So far, the largest county taking over the management of the county school library books has been Los Angeles County. This move was made last summer. Already several other county superintendents of schools have the move under consideration.

* * *

With the election this past December of Dr. John S. Carroll, superintendent of San Diego County schools, to the presidency of the California County Superintendents' Association, San Diego County and its educational program continues of prime importance. Two curricular publications of the past summer by the staffs of the San Diego County office in association with committees from throughout the county are of more than ordinary consequence. The first, in the field of elementary education, is a loose-leaf monograph on "The Trends in Elementary Education," a teachers' guide, San Diego County schools. The second, in the field of secondary education, is titled "Secondary Education, San Diego County Schools."

These two publications are from two different angles. The elementary treatise attempts to lay down broad elementary education concepts and to indicate ways in which they may be activated. The secondary survey is just that—a survey of courses of study of all of the secondary schools in San Diego County with the exception of San Diego city itself. Composites of programs in small, in middle-sized, and in large secondary schools of the county are given. It is a survey of what is in actual operation now in the county's secondary schools. Data as to textbooks used, organization of daily schedules, contents covered in the various courses, special features stressed in different schools, are all laid forth. No attempt is made to say this is best or that is worse. It is, in fact, a clear presentation of present secondary practice. It is up to the various schools to digest the composite work of the county and, if they so desire, to make changes. It is the desire of the county office under the direction of Dr. Clarence Fielstra, director of curriculum, that out of such a study will come change by agreement among the different groups from the various portions of the county system. In the elementary guide which was prepared by the elementary education curriculum committee under the direction of Francis L. Drag, director of curriculum, we have a more ambitious work in that its format is a beautifully printed loose-leaf book with excellent type and many full-bled pages of photographs of children at work in the county's elementary schools. The work of the committee on its expression of principles of elementary education and procedure has almost a classic touch. It is, in fact, a superior presentation of current educational theory and fact.

* * *

"Book Agents, Are They Really Necessary?" was the topic Paul L. Kirk, superintendent of schools, School District No. 20, Pueblo, Colorado, presented in *The Clearing House*, a Journal for Modern Junior and Senior High School Faculties, Vol. 20, No. 2, October, 1945. It is good for bookmen to have their good and not-so-worthwhile qualities presented by a person on the other side of the fence. If one can see himself as others see him it [illegible] for [illegible] statement Su[illegible] rk considers bookmen to [illegible] educational scheme of things. He thinks that a well-trained bookman who knows his field, his own books, his competitors and contemporary trends of education, can be of inestimable value, but he also considers a bookman who tries to sell books on other than educational grounds not on sane pedagogical ground. The aversion of certain superintendents of schools to bookmen and their inclusion among human pests has its basis, but his acknowledgment that the true bookman has the interests of the school he visits at heart is the crux of the situation, for he wants to sell a book that will benefit the school, so that he can return another day to sell another book. It may be a self-considered approach but it is built upon the true idea of service.

Mention of the sampling problem is, as Superintendent Kirk says, a very touchy subject. The book companies in the beginning started this manner of advertising and have regretted it ever since. These war years have started many superintendents buying books that they wanted their teachers to examine. After examination they could be placed in the school supplemental library. In this way no superintendent could feel under any obligation. If this system could be continued it would undoubtedly be welcomed by both sides. As it is now, the largest cities, those most capable of buying, with their curriculum libraries, expect as an inalienable right free samples for their shelves. The thousands of copies of texts given away as samples in the end all have to be considered in the ultimate cost of the text to the school system.

Western School News

Edited by MORRIS WAGNER

SAN FRANCISCO DIRECTOR OF CURRICULUM IS NATIONALLY KNOWN

Dr. J. Cecil Parker, who was appointed last May to the position of coordinator of curriculum for the San Francisco public schools, has a national reputation in the field of curriculum. Superintendent Curtis E. Warren, when interviewed regarding Dr. Parker's appointment, made the comment that he "had determined to secure the best man in the country and believed he had done so!" Superintendent Warren's judgment is supported by the range and quality of experience which Dr.

J. Cecil Parker

Parker brought with him to San Francisco from outstanding curriculum positions which he had held in major cities of the country. Beginning in 1926 as a teacher in both elementary and secondary schools of Urich, Missouri, he rose rapidly to the position of principal and then superintendent. In 1932 he became director of curriculum, research and guidance for the Fort Worth, Texas, public schools. He left this position in 1937 to become director of the Michigan Curriculum Study sponsored by the State Board of Education. In 1942 he became director of the Educational Services of the Government Wartime Economic Stabilization Program, holding this position until his appointment last spring to the San Francisco school department.

While in Texas Dr. Parker taught curriculum and administration courses during summer sessions at the North Texas State Teachers College and at the University of Texas. He also served as curriculum consultant to the Texas State Department of Education. During the summers of 1938 and 1939 he planned and directed the Michigan Cooperative Curriculum Workshop for Teachers, University of Michigan. He has served as consultant to the curriculum programs of both Denver and New York City.

Some of the other curriculum positions which Dr. Parker has held are: chairman, Executive Committee, National Society for Curriculum Study; secretary, Interim Committee, National Council on Cooperation in Teacher Education, American Council on Education; member of Directing Committee, Michigan Cooperative Study of Teachers Education; member of editorial board, *Building America,* sponsored by National Education Association, Department of Supervision and Curriculum Development; co-editor of yearbook of National Education Association, Department of Supervision and Curriculum Development—Toward a New Curriculum. Dr. Parker is co-author of the D. C. Heath publication, *Citizenship in Our Democracy.*

Dr. Parker received his Bachelor's degree from Hendrix College, did graduate work in education at the University of Missouri and received his M.A. at Teachers College, Columbia University. In 1941 he received his Ed. D. from Teachers College for his work in educational administration and curriculum.

In San Francisco Dr. Parker is currently directing the work of classroom teachers in studying and developing programs of instruction in the fields of reading and mathematics. The problems and possibilities of utilization of community resources are also being explored by classroom teachers. A curriculum steering committee of seventeen teachers, principals, and administrators has been established as the policy-making group for the curriculum development program. Five classroom teachers have been released from their teaching responsibilities to serve as curriculum assistants. The five curriculum assistants have just completed, after a period of orientation, planned interviews with 310 principals and teachers. They are now planning for the development of the programs of instruction in reading, mathematics, and the utilization of community resources at all grade levels of the school system.

JOHN S. CARROLL HEADS COUNTY SUPERINTENDENTS

John S. Carroll, newly elected president of the State County Superintendents, took office as superintendent of San Diego County schools in 1943, the first native son to be elected to that position. Dr. Carroll was born on an Escondido ranch and graduated from the Escondido High School. He obtained his B.A. degree from San Diego State College and his M.A. from the University of Southern California. He obtained a Ph.D. from Yale University in 1940. Dr. Carroll has had college teaching experience at San

John S. Carroll

Diego State College, Yale University, New Haven Junior College, and Claremont Colleges Graduate School. His executive record includes: administrative and supervisory experience in the San Diego city schools; executive secretary, Connecticut Visual Education Society; lecturer, Connecticut State Department of Education; consultant in health education for the city of Hartford; curriculum coordinator, San Diego County Schools; consultant in school business administration, School Surveys.

Dr. J. H. Furbay, widely known author, lecturer and teacher, and until recently a member of the staff of the United States Office of Education, has been appointed to head an Air-Age Education Service Center established by Transcontinental & Western Air, Inc. Dr. Furbay will assist teachers and their organizations in inaugurating courses in aeronautics, either as a technical subject or as it applies to the everyday world as seen through the social sciences.

NEWS NOTES

FRANK H. SMITH, formerly principal of the Washington Elementary School in Reedley, assumed the position this fall of General Elementary Supervisor in the Fresno County schools. Mr. Smith is on inactive duty from the Army where as First Lieutenant he has been serving as a ground school instructor in the pre-flight school of the A. A. F. in Montgomery, Alabama. He entered the Army in 1942,

Frank H. Smith

graduating from the Officers' Training School at Miami Beach, Florida, as a Second Lieutenant. Mr. Smith is a native of Reedley and a product of the elementary and high schools of that city. He is a graduate of the University of Redlands with a Bachelor of Arts degree; he also has his Master of Science in Education degree from the University of Southern California. He has taught various grades in the elementary schools, the last three years of his experience there being as principal of the Washington School.

SAN FRANCISCO'S BOARD OF EDUCATION, at the recommendation of Superintendent Curtis E. Warren, has established a Veterans' Counseling Center to provide assistance to veterans in their vocational and educational problems. The Center was created as a part of the Adult and Vocational Education Division. Ward M. Nichols is manager, with a counseling and clerical staff adequate to handle the anticipated work-load. Located in the old Adams School building, 750 Eddy Street, the Center offers detailed interviewing aimed toward further education in public, private or technical schools; aptitude and interest tests, and assistance in obtaining a certificate of eligibility from the Veterans' Administration. The Center is especially helpful in combating misinformation distributed by volunteer "experts," some of whom have commercial axes to grind. By referring veterans to proper sources of information the Center cuts through the red tape run-around which often frustrates the individual veteran who finds time, money, and patience expended while he is bucked from one office to another.

THIRTY-SIX FRESNO COUNTY primary teachers are at work on a committee to revise the county program in primary arithmetic. As soon as this committee reports, the intermediate and upper grade committees will start meeting. Questions to which the committee on primary arithmetic is seeking answers are: what arithmetic shall we teach; when shall we teach it; how shall we teach it. The committee has suggested that the county arithmetic program should embrace a sequential chart of mathematical learnings listing the basic essentials to be taught and providing for grade placement of these essentials, a satisfactory textbook, proper use of both readiness and diagnostic tests, developmental materials, additional practice work. In studying the problem of how to teach arithmetic the committee has found that there is abundant evidence the child is ready to learn arithmetic when he enters the first grade. All number concepts must grow out of concrete and meaningful experiences, however, and meaningful learning in arithmetic can not be achieved unless teachers provide for both incidental and systematic teaching.

MRS. FLORENCE GAMBLE WEAGE, new president of California Teachers Association, is a teacher in the Coalinga secondary schools. A native of Hanford and a graduate of the high school of that city, Mrs. Weage obtained her B.A. at Stanford and her Master's degree from the University of California. After supervising art in Visalia and Lowell High School of San Francisco, she went to Fresno County in 1921 and for three years was art supervisor in the county schools. In 1924 she was married to D. C. Weage, a prominent school man in the county. After his death she resumed teaching, going to Coalinga in 1936. She has been a member of both the Division and the Central Section Councils and has shown much interest in the work of California Teachers Association.

Florence Gamble Weage

SELMA ELEMENTARY SCHOOL DISTRICT, under Superintendent Charles Edgecomb (recently referred to as "Selma's Mr. Chips" in a commendatory editorial appearing in the *Selma Enterprise*), is having more than a little difficulty handling the largest enrollment in its history, 1,215. Bids put in early in the summer for construction of a new building for which money had been voted, were all so high that they were rejected. Most pressing need is for some additional housing at the Roosevelt Departmental School. Not a bid was presented in November in answer to the board's advertising for construction of a two-classroom building there. The board then advertised again for bids on materials needed, determined to employ a contractor on a time basis to construct the building. A reasonable bid was finally obtained, and a contractor has been employed. The new rooms will be an addition to the music building and will each be 22 by 32 feet in size.

With their great increase in enrollment, Selma elementary schools will now come under teacher tenure which requires an average daily attendance of at least 850.

Selma was host recently to twenty-five elementary school superintendents and principals. Schools in the valley from Merced to Delano were represented. Some of the important subjects consid-

ered were teachers' tenure, the duties of principals, and the proposed state-wide survey of school districts to determine the advisability of district consolidation.

Dr. John A. Hockett's report of the Survey under his direction of the La Mesa-Spring Valley School District has now been placed in monograph form by the San Diego County Board of Education. The monograph is 149 pages in length and contains nine sections including a general overview of the community: the organization, administration and supervision program within the district; school finances; school buildings; the professional staff; the curriculum; evaluation of educational outcomes; a summary of factors concerning the pupils of the district; and a summary of the findings of the survey together with specific recommendations. Publication of the Survey was approved by the San Diego County Board of Education in order that it might serve, not only as a specific reporting of the La Mesa-Spring Valley District, but also as a guide to the study of the structure and nature of school district formation in San Diego County for the future. The Survey has been distributed to a representative group of school trustees, school administrators and citizens interested in the continued state-wide study of school district reorganization so as to bring about more effective units of school administration in California.

Claremont Graduate School has plans under way for giving special consideration to those in education, particularly school administrators, who find it difficult to take the necessary time from their official duties to follow the orthodox pattern of graduate work requirements. The present graduate practice places a premium upon the type of graduate student whose official duties are less pressing than those of his fellows who are unable to follow the usual plan of graduate study. It is an exceptional person in the field of school administration who is fortunate enough to get free from official duties for a sufficient period of time to satisfy residence and graduate-study requirements. Claremont's study of the problem should mean important developments of the training-in-service program for school administrators.

Placer County 1945 Grand Jury, reporting on the bus routes of the Lincoln Union Elementary School and Lincoln Union High School, stated that the roads were in very poor condition and dangerous in places. The Placer County superintendent had already notified the Supervisor of the road district of their condition several months before the Grand Jury's report.

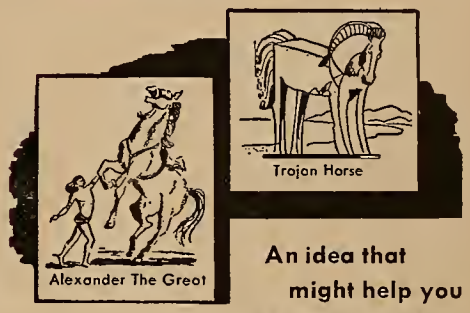
United Air Lines' School Service Department has some new materials to help teachers enrich their regular program by including elements of aviation. "Our New Age of Flight" and "Seeing the Airport" are some of the items available in classroom sets. Requests should be sent to the San Francisco office.

The Fresno County School Department, one of the largest and most important in the state, in a county that is also one of the largest and wealthiest in the state, vitally touches the lives of more people than any other department in either the county or city. It is particularly fitting, therefore, that the Fresno County Unit, C. T. A., should this year have undertaken as its project for the year an attempt to get a county school administration building. The county school department has been moved four times in recent years and now occupies quarters never built for office use, but for space to house Fresno County records. The County Recorder is now asking for this space. The 1944 Grand Jury recommended that the Board of Supervisors construct adequate quarters for the County School Department, and the Division of Schoolhouse Planning of the State Department of Education has submitted tentative plans for either a separate building or a wing of a building.

San Diego County, in line with its advanced curriculum instruction program, is planning more regular holding of county-wide curriculum committee meetings in the various subject matter areas of the secondary school. Some of the meetings held thus far included "What Can Business Educators Learn from the Services to Improve Their Teaching?" "What the War Has Taught Us Concerning Health, Physical Education, and Recreation," and discussions of English programs of the various high schools, integration of art teaching from elementary school through college, and homemaking education for the future.

A California Polytechnic College student-owned steer has won the coveted grand championship of the Great Western Livestock show in Los Angeles for the second time in two years. The Grand Champion of the show was a 14-months old, 850 pound Hereford steer shown by Ade Harders, sophomore meat animal husbandry student. Animal husbandry students at California Polytechnic raise livestock as part of a practical project system which enables them to earn money while doing work related to their major occupational interest.

NEW HORIZONS IN TEACHING
Suggestions we hope you will find interesting and helpful



An idea that might help you with reading problem

Based on belief alert youngsters can become interested in any subject they know something about, *Reading Round* any popular subject—for example Horses—might be fascinating. Especially when radio-style quiz program is grand finale for whole class. Possible bases for questions might be:

1. Name and describe the favorite mounts of Robert E. Lee, Richard I, Buffalo Bill, Alexander the Great.

2. In what fictional works do the following appear: Rozinante, Mancha and Gato, Smoky, Magic Horse?

3. What characteristics distinguish the following: Pegasus, Trojan Horse, Sleipner, Man-O-War?

These questions should direct a fairly broad search through the pages of literature, biography, mythology and contemporary stories.

This Suggestion *is made by Assistant Librarian Bethany C. Swearingen, Public Library, Jackson, Mississippi.*

We hope the above is helpful to you just as chewing Gum helps millions of people daily. A benefit that might especially appeal to you as a teacher, is that chewing seems to aid concentration and to keep the mind awake . . . a welcome aid after a hard day at school, when you are home and want to read or mark papers, etc. AA-102

Wrigley's Spearmint—*is not available. We only wish there were a bigger supply of all Chewing Gum to help out so that more people could get the benefits from the chewing. For, keep in mind, it is the chewing that does you the good not the brand.*

NEWS NOTES—Continued

San Diego-Imperial counties School Administrators' Conference was held at San Diego State College in December, with the largest representation since before the beginning of the war. The conference opened with a discussion of the topic, "What Shall be the Nature of Preparation for Secondary School Teachers at San Diego State College?" with Dr. Walter Hepner, president of San Diego State College as chairman of a twelve-member panel representing administrators and teachers. Among the ideas brought out in the panel discussion were: that educators must make every effort to recruit the right type of future teachers and to make the profession attractive to young people; that the training must be so organized as to develop the right type of teaching personality and that teachers must be well-rounded individuals; that in addition to academic and professional training important improvements in the organization of student teaching experience should be considered with the cooperation of many types of schools in the schools of the area; that secondary education should not be held more important than elementary education and that the program should realize the opportunity in the preparation of teachers to participate in a continuous program from the kindergarten through the secondary schools in terms of education for *all* youth.

The American Association of School Administrators has trimmed its 1946 convention plans to regional conference size in view of the limitations upon travel and living accommodations which still exist. The pattern followed in 1944 will be repeated, with meetings held at Kansas City, Missouri, Atlanta, New York, and Chicago in February and March. "The Unfinished Task" has been chosen by President Charles H. Lake, Superintendent of Schools, Cleveland, Ohio, as the theme for general session programs of the conferences. Adjustments to new needs brought about by the war and its consequences are reflected in many of the topics assigned to speakers on the programs of the sectional meetings.

Adult education, greatly stimulated by the back-to-school movement of grown-ups in acquiring the specific vocational skills needed in the war industries and by the expanded educational program for adults made possible by the educational provision of the GI Bill of Rights, will occupy the attention of the administrators. While emphasis will be placed upon ironing out difficulties associated with the program of education for veterans, the basis will be laid for a greatly enlarged permanent program of general adult education.

The rigid accounting of wartime disclosed physical weaknesses in American youth which call for a health and physical education program available to all American youth from the earliest years. The administrators will consider the extension of such a program—a program which at present reaches an estimated 12 per cent of the school children of the Nation.

School building programs, which practically ceased during the war because of restrictions upon building materials and labor shortages, will be resumed at the earliest opportunity. It is estimated that nearly two billion dollars' worth of school buildings will be required to bring school plants to the point which would have normally been reached in 1945 if it had not been for the war. The adaptation of school plants and equipment to changes in educational programs dictated by the war will be discussed.

The new responsibilities of education in international relations will have an important position in the general as well as the sectional meetings of the conferences. The role of the schools in the activities of cultural and scientific exchange undertaken by UNESCO will be outlined. At some of the conferences American representatives who attended the London conference which adopted the final charter for that organization are scheduled as speakers.

Dr. Grayson N. Kefauver's sudden death on January 4 at Los Angeles has been announced with deep regret by the Honorable William Benton, Assistant Secretary of State. Dr. Kefauver's appointment as United States Representative on the Preparatory Commission for the United Nations Educational, Scientific and Cultural Organization, with the rank of Minister, was recently announced. Prior to that he had served as Adviser to the United States Delegation to the Conference held in London in November, 1945, which drafted the Constitution for the United Nations Educational, Scientific and Cultural Organization.

Dr. Kefauver was formerly Dean of the School of Education at Stanford University, and was the founder and first chairman of the Liaison Committee for International Education. Beginning in April, 1944, he served as Representative of the United States to the Conference of Allied Ministers of Education in London. At the time of his death Dr. Kefauver was in the course of a speaking trip on the character and purpose of the new international agency, UNESCO. He had expected to return to Washington for a series of conferences on the future program of the Organization before going to London to attend the meeting of the Preparatory Commission scheduled for February 11.

Mr. Benton said: "Dr. Kefauver's death is a shocking loss, depriving our nation of one of the leading figures in education for better understanding between the peoples of the world. His unflagging devotion and creative contribution to this cause helped materially to build a solid foundation for its future. He will be sorely missed in the Department of State as well as in international associations which he developed in London."

A resolution on health education, passed at the twentieth annual meeting of the Society of State Directors of Health and Physical Education, held in Washington, D. C., urged that schools throughout the country provide appropriate health instruction in both elementary and secondary schools, and that such instruction in secondary schools be given five periods a week for at least two semesters.

Miss Mildred Grant, superintendent of the Siskiyou County schools, Yreka has added an additional supervisor in the person of Frank Burke. Mr. Burke was principal for some years of the Tulelake Joint School in the County. He will assist Paul I. Evans, general supervisor and supervisor of attendance, in the curriculum work for the county schools.

Clovis Elementary School this year has an all-time high enrollment of 506 pupils.

Fresno City Schools served over 100,000 lunches in their cafeterias during October. The pupils spend about $25,000 a month for their lunches besides the Federal subsidy of 9 cents each.

California has 41 public junior colleges. Twenty-four of these are maintained by high school districts and 17 by junior college districts.

* * *

"Juvenile Delinquency—our national shame—will be largely responsible if America has a major crime wave in 1946," according to J. Edgar Hoover, director of the Federal Bureau of Investigation. Hoover points out that our nation has been caught up in a gradually growing wave of lawlessness: "During the first 9 months of 1945, there was an increase of 10.3 per cent in major crimes over the first 9 months of 1944. Today more 17-year-olds are arrested than any other age group. Youth under 21 years of age account for more than one-fifth of all arrests." The National Commission for the Defense of Democracy Through Education, Washington, D. C., commenting on Mr. Hoover's statement, believes that good schools, well-financed, competently staffed, and operating to fulfill the needs of children are the best defense against juvenile delinquency. However, in many sections schools are overcrowded and many teachers are untrained so that they cannot give youngsters the individual guidance and control which the unsettled conditions of the postwar era make essential. The first place to start in the battle against juvenile delinquency is to bring substandard schools up to the highest possible level. Let every agency in the community concentrate upon improvement of the schools as the best single preventive of delinquency.

* * *

Teachers as a Group have been disproportionately hard hit financially by wartime changes, according to experts polled recently by Arthur Kornhauser of Columbia University. The poll was taken of experts qualified to express judgments on the social and economic effects of the war on white collar and professional workers. Reasons given by the experts for believing teachers to be especially hard hit are fixed incomes, no overtime pay, tax and price increases.

* * *

Santa Ynez High School, under Principal Hal W. Hamm, has an unusual type of cafeteria service which provides the pupils of the school not only with a well balanced diet but an experience in democratic living as well. Several women of the community are employed by the school to provide home-cooked food which is served family style so that all pupils obtain the same well-balanced meal. Tables are set up in the school gymnasium, and when the lunch bell rings, students enter quietly to find their lunch ready on the tables. After lunch each pupil clears his place, helps fold up the tables and put things away without undue noise or disorder. Though there are about 150 pupils in the school family atmosphere and democratic behavior are maintained. Visitors to the school are always impressed by other aspects of democratic living such as the clean, neat grounds, and uncluttered lawn. The students take pride in their school and demonstrate it in all their school life.

* * *

Donald J. Robertson has resumed his duties with the Southwestern Publishing Company in his old territory of Northern California, Nevada, and Utah, after laying aside his Navy Lieutenant's insignia and other "gold-braid." Mr. Robertson has long had the reputation of being one of the outstanding bookmen on the Pacific Coast. He left Southwestern to join the Navy in 1943, and served with the Night Attack Combat Training Unit as Officer-in-Charge of the Night Fighter Direction of the Pacific Training Command in the South Pacific until his discharge November 17, 1945. Members of the California Bookmen's Association and all school people who know him extend a hearty welcome to Mr. Robertson upon his return to the school field.

* * *

The State Board of Education, at its last meeting, unanimously adopted a resolution presented by William M. Blair that a new building be constructed at San Francisco State College in memory of the late Dr. Walter F. Dexter and that the building be named Walter F. Dexter Hall.

At the same meeting the Board greeted the new State Superintendent of Instruction, Roy E. Simpson, who gave a short but inspiring talk in his first appearance before the Board, pledging himself to the furtherance of those educational aims which will contribute to the optimum welfare of all boys and girls in the State.

BOOK COLLECTION FOR THE PHILIPPINES

The School Library Association of California, under the leadership of its state president, Elizabeth Patton, of Garfield Junior High School, Berkeley, has undertaken this year, as a state-wide project, the collection of books for the devastated libraries of the Philippine Islands. These libraries were a vital part of the educational system, since the schools throughout the country depended on them for the greater part of their books. The Japanese invasion brought almost complete destruction to the libraries, for it was the determined purpose of the invaders to root out and destroy every source of American influence and culture.

The National Library in Manila saved only thirty-six thousand out of over seven hundred thousand volumes. In Manila, alone, more than two million books were burned; throughout the Islands it is estimated that six million dollars' worth were lost.

Books are wanted for both the National Library in Manila, and for elementary and secondary school libraries throughout the Islands. Any well-bound book suitable for a school library from kindergarten through college, will be welcomed, provided it is in good condition. Books should be new, or nearly new, for quality rather than quantity is desired.

Local committees of school librarians are working in almost every town throughout the state, to make this collection a success. It is hoped that every school will organize a drive and will enlist the aid of art departments, English departments, student bodies, the P. T. A., and other clubs and organizations in the community.

Anyone who is interested in assisting in this collection may receive further information about the plans by writing to Abbie H. Doughty, librarian, James A. Garfield High School, 5101 East Sixth Street, Los Angeles 22, or to Lucile Wester, 1515 Scenic Ave., Berkeley 8.

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Library News

Edited by MABEL R. GILLIS, State Librarian

PASADENA'S COMMUNITY LIBRARY

By Doris Hoit
City Librarian, Pasadena

The Pasadena Public Library is an outstanding example of constant library participation in community activities. The following article tells how this is being accomplished.—Ed.

Pasadena has been fortunate in having its central library planned with a view to community needs. I imagine that its planning body might not have realized in 1924 and 1925 all the uses which the future might make of its equipment and services. Certainly a library in the making could do well to look far into the future in anticipation of community needs, for it pays educational, cultural, and civic dividends to the community well in excess of material outlay.

To describe briefly the floor plan of the library would be to give a picture of most branch or small community libraries in the West which have been built in recent years; one which provides on one floor circulation, reference, and periodical space, a well selected children's area and a small auditorium, lecture hall, or art gallery. Such buildings are common throughout California, and it speaks well for the various library commissions and librarians that they are so beautiful and serviceable.

Entrance to the Pasadena Library is through an attractive loggia-sheltered patio, bordered by luxuriously blooming flowers, and centered by a splashing Spanish fountain. Passing through a small foyer one comes immediately into the circulation hall, a dignified room 33 feet wide by 204 feet long and with a 45-foot high ceiling. This hall is hung with tapestries and its plaster acoustically planned to provide quiet. It has but recently been found that it is also acoustically perfect for musical concerts. Book stacks open off the length of the far side of this room, and the various departments extend laterally from the two ends. At the extreme west end is a small auditorium with separate outside entrance, a stage, provision for showing motion pictures, and seats for approximately 200 persons. These seats are sturdy, comfortable officers' chairs which, by the fact that they are easy to move or to remove, add greatly to the usefulness of the room. The walls are boarded up, then covered with a fine chicken wire. Over this is stretched a coarse monks' cloth, making it possible to hang all types of pictures without damage to the wall surface. Heavy oil canvases hung with wire, photographic exhibits under glass, or etchings and illustrations hung with small hooks are all easily arranged by community groups and leave no bad scars. Nearly twenty years of such use find these walls still in fine condition. This lecture hall and the lofty circulation hall have thus become the heart and center of the library's community appeal.

In the main hall four locked floor cases and three wall cases contain exhibits which are changed each month, and represent the varied interests of the community. Exhibit material is drawn either from the library's own resources or lent by individuals or groups in the city. They may contain objects d'art worth thousands of dollars apiece, or they may be the results of handcraft programs in the various character building agencies. A comprehensive showing of the ceramics which are created in the Pasadena area, now a nationally known center for such manufacture, may be followed by an exhibit of early colonial items lent by various patriotic organizations, such as the Society of New England Women or the D. A. R. One of the most popular exhibits shown in these cases last year was that planned by the trainmen and hobbyists of Pasadena, who completely arranged a model train show of great interest and beauty, models done very accurately to scale with tracks and roadside effects to show them off to the best advantage. Men, women, and children hung over the cases constantly throughout the month and all the books and pictures which the library owned on railroading, transportation, and model making were taken home for reading and study. The local school review made special note of this exhibit in its current issue, and classes studying transportation came in great numbers.

During the spring the combined garden clubs arranged a very instructive and delightful exhibit of California wild flowers. They supplied the containers, the accurate labels, and saw to it that fresh specimens replaced wilted ones as needed. Each club also vied with the others in making a beautiful flower arrangement for the central library desk. Finally, the largest club gave a check for the purchase of new reference books and each member presented a fine book on gardening.

Many internationally known miniaturists live in Southern California and an outstanding exhibit of miniatures was recently arranged. An added interest was given to this exhibit by the fact that many of the subjects painted were local citizens. An active needlework guild had a showing of the work of its members and many items are worthy to be called museum pieces. Examples of lace, paperweights, archeological specimens, war medals, clay models of all the California varieties of mushrooms in exact colors, old maps, Californiana, early newspapers, fine printing types, all these exhibits have been built up from community interest and have enlisted wide community response.

One exhibit which brought wide comment was the hobbies of the library staff. Several of the staff do painting, sketching, or clay modeling of distinction. One collects colophons, one old maps, another old silver. Examples of the best work of California presses, original music manuscripts, old letters, seemed to make the patrons of the library look upon the staff with renewed interest, and has since made some firm friendships between enthusiasts of the same hobby.

An exhibit of the creative work of the members of the local Fine Arts Society brought together a very interesting grouping of books, poetry, music, watercolors, oils, and prints. The Society gave an evening's program by its artists for the benefit of the public during the showing. We seldom have "one-man" shows and always find the civic organizations eagerly requesting the opportunity to cooperate. With each exhibit the library tries to arrange a special display of books and prepares suitable booklists for distribution.

The use of the lecture hall is often closely tied to the exhibits in the main hall. But its use is much more extensive and may be divided into those occasions sponsored by the library itself and those

more frequent ones planned by groups in the community. Some idea as to the extent of this use may be realized by the record of attendance last year. Six hundred groups met with a total attendance of 65,000. Often there are 3 or 4 meetings a day.

Some, like the Tuesday musical concerts, are put on each month. Others, like the Wednesday Afternoon Forum and the parent education discussion groups, meet regularly each week.

Of the library sponsored series of programs the annual Book Fair, covering a week of afternoon and evening events, is perhaps most popular. The booksellers in Pasadena contribute books generously, publishers send original illustrations, the local press devotes a full 8-page section to the occasion, authors and artists come to speak, and each of the cultural institutions of the community, such as the Art Institute, the Civic Orchestra Association, the Pasadena Community Playhouse, and the schools takes turns in presiding on appropriate evenings.

For seven years the library put on a very successful series of chamber music concerts called the Library Evening Concert Series. The Tuesday Musical Society provides two very fine grand pianos for the library stage so it is possible to have one and two piano numbers as well as strings and choral groups. The quality of these concerts has always been so high that there has never been any trouble about getting the finest talent, and the cooperation from the musical groups in this very musical community has been enthusiastic and complete. The director of our Pasadena Music Association is a library enthusiast. Before a series of concerts or operas he has at times arranged a musical "preview" at the library, bringing along some of the stars to illustrate themes and arias and to tell enough of the composition to add greatly to the enjoyment of the audience in the formal concert.

This holiday season just past was musically ushered in by the Library Christmas Concert. A large lighted tree was placed at one end of the great hall, garlands and candles decorated the room and its balconies. John Pennington's String Choir of 30 strings, and 30 voices from the Civic Chorus, grouped about the tree and gave a beautiful program of Christmas music. Chairs moved from the lecture room into the great hall were completely inadequate to seat the 700 or more citizens who filled the library from 3 to 5 that Sunday afternoon and joined in the singing of Christmas carols. The acoustics were found to be so superb that a series of "promenade concerts" are being arranged for the coming year, library musical Sunday afternoons when patrons can drop in for whatever portion of the program they can enjoy. These programs may be of carefully selected recorded music or they may be by real artists as fortune may provide.

But it is not all music which we sponsor there. Last spring the library invited all the community agencies offering services to families to participate in a "Meet the Family" week. The schools, the Family Welfare Society, the character building agencies, the city departments like the health, fire and police, the Red Cross and veteran's services, all met together and made plans. Meet the Family at Church, Meet the Family at Work, Meet the Family at Play, the Family Meets the Budget, the Family as Citizens, the Veteran meets his Family—each brought its special interested audience to see the exhibits and to hear the various specialists talk on the subject of the evening.

Groups meeting regularly at the library include the garden clubs, the Mineralogical Society, the Writers Club, the Pasadena Movie Club, the Wednesday Afternoon Forum, the Blind Society, the Pasadena Historical Society, the McGuffey Club. A very active group is a Parent Education organization meeting once a week. Many of the programs they sponsor are looked forward to with great interest, such as the demonstration exhibit of toys featured each year before Christmas. Most of these toys are home-made by parents and show great ingenuity. These parents are constant users of the library's "Parent's Alcove," devoted exclusively to their needs.

One of our largest service clubs asked last year if they might hold their luncheon meeting in the library patio, the library offering to serve coffee and dessert. After luncheon, to which the City Manager and Librarian were invited, a tour of the library was in order, topped off by a talk by the librarian on the services which the library offers to the business man.

We are now planning a series of afternoon programs for those of poor vision.

(Continued on page 12)

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(Continued from page 11)

We have assured to us the cooperation of the local school of the theater and the radio school to help with the readings. We anticipate it will meet a real demand.

A Citizens Council for Planning had its inception in the library and meets there regularly to discuss all manner of local problems concerning city planning. It is making its influence felt in all phases of post-war plans. They also serve the library well by strengthening its collection of area planning maps. During the war years we served as a meeting place for F. B. I. agents, for Selective Service Boards, for War Chest workers, and the graduation exercises for all student nurses were held here. The pregnant questions surrounding the Nisei were given a full hearing on the library's platform, and Wallace Stegner's talk on racial prejudice was given to a packed house.

An activity which may not well relate itself to the library as a community center, but which nevertheless serves the community as a whole, is prompted by the friendly relationship between the library, the Chamber of Commerce, and the Pasadena School system. Early in the planning of the Tournament of Roses parade the library is asked to draw up the list of names suitable for themes of floats to be entered by the various California cities and local agencies. In the preparation of radio scripts, the secretary of the Board of Education submits, some times in advance, the topics of his weekly radio broadcasts so that we may send him all available printed material for study. Dr. Gertrude Laws' weekly broadcast for families at the dinner hour, "The Critic on the Hearth," is sponsored by the P. T. A., the Pasadena Schools, and the Pasadena Library. We welcome such participation and arrange a shelf of books touching on the theme of each week's broadcast for the convenience of parents and teachers.

What has been described above is not at all the complete story of how Pasadenans use their library facilities, but it may indicate and suggest something of the scope of the use made by one reading community. The library, one of our nation's most democratic institutions, is a natural place for community gatherings of an educational or cultural nature. Its resources are gathered together to answer man's ever questioning mind. The challenge to the library, as to all educational and cultural institutions, is greater than ever before as we face the problems of the atomic world of the future. Ours is the opportunity to play a vital role in providing right answers to old and new questions and to help the adult citizen in the enjoyment of his leisure. Our Axis enemies knew, and fully realized, the power of directing all channels in the communication of ideas toward the education of the individual to certain ends. The radio, television, educational films, recordings — the great power of these newer audio-visual techniques has as yet been almost untouched as far as their use in libraries is concerned, and future library services should certainly include access to these important media. They will take their place along with the books and other resources which community libraries have for the meeting of ideas for a world at peace.

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February, 1946

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EDITORS
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Jottings of a Traveling Bookman

By W. M. CULP

Last September, with the war hardly over, the educational opportunities offered by the G I Bill of Rights looked as though they might be by-passed by the majority of returning veterans. However, the opening of the second semester in many colleges and universities throughout the land belie this conjecture. Already most of the educational institutions in the United States, especially of college level have exceeded pre-war level enrollments. It is now a question not of desiring more students but of distinguishing among the many applicants those most likely to profit by further educational work. It appears now that existent facilities of higher institutions of learning will not carry the load of the high school graduations of this spring and of the backlog of those unable to proceed with regular college work during the past five years. Colleges and universities lack classroom facilities, their instructional ranks have not yet been filled to their old level, not to mention being increased, and this second semester, to make the situation worse, classes in many cases have not been able to secure basic textbooks owing to the so-called paper shortage and lack of labor in the book binderies.

The situation in the secondary field is not so acute. Most high schools can handle more students. More high school instructors are returning to their old jobs than many superintendents thought would. Consequently, in the high school, the problem is not a shortage of personnel to handle the situation, but a question of how to face it with returned mature men. The trend has been, as in Hartford, Connecticut, under Superintendent Fred D. Wish, to establish separate schools for those G I's desiring to finish their high school work. The plan, as developed by Assistant Superintendent of Schools T. J. Carberry and Director of Secondary Instruction Dr. Robert Mahoney of that city, permits the returned veteran to attend a school set-up manned by teachers experienced in adult education. Each individual proceeds at his own pace. As soon as his instructor thinks he is qualified to take an examination in the subject he is studying he takes an examination made up by instructors of the city in that field. If the test is passed the student then is given the unit credit and proceeds with further work and further units toward high school graduation. This plan, followed in many other cities and communities throughout the land, permits veterans to secure their high school diploma as quickly as they show proficiency. The rate of advancement toward a diploma is determined by the innate ability of the student. Most of the returned veterans take up high school work in order that they may enroll in some college or university to receive further training. This Hartford plan sets them apart from high school pupils of lesser years who in the main are not actuated by a desire to get a solid education that will help them earn a living.

Aspect of this vast increase of soldiers returning to school and college is the problem of housing them as they conclude their studies. This is doubly troublesome because of the fact that many of these men are married and have families that want to be with them. That means more than a bed in a dormitory or one room for a person. So the college housing problem is another vital matter not yet solved but it is being attacked in many ways. The shortage of housing is something that will have to be overcome before many educational centers can expand much more than they already have. What makes the situation most deplorable is that parents of high school graduates of this spring may have no places in which they may enroll their children for college work. Since the returned GI is given preference in enrolling at universities it looks as though many of these institutions will not have room for many more than the returned veterans. That means that this year's high school graduate may have to wait one or two years before he or she may enroll in an institution of higher learning.

With the retirement February 28 of Robert L. Haycock from the superintendency of the Washington, D. C., schools there ended an enviable career of fifty years of educational work in the schools of that city. As teacher, principal, assistant superintendent of schools, and these past war years as superintendent of schools, Mr. Haycock aided in making that city's schools outstanding among the nation's schools. Succeeding Mr. Haycock is Dr. Robert M. Corning, who left the city superintendency of the Omaha, Nebraska, schools March 1 to accept the Washington, D. C., position. Dr. Corning was the selection of the District Board of Education after a nation-wide search for a "worthy successor" to Mr. Haycock. What is more intriguing about the appointment is that Dr. Corning is a product of the elementary and high schools of the city he is now to be superintendent of. Dr. Corning's educational work has been of note during his last superintendencies at Colorado Springs, Colorado, and at Omaha, Nebraska. At Colorado Springs his most outstanding contribution was the inauguration of progressive modes of education, and in Omaha, Nebraska, he headed up a successful movement for more adequate support of the schools and increased building facilities. Under his Omaha regime the Board of Education quarters were established in the Joslyn Castle, quarters and grounds, quite unequalled by any other city in the United States. In Washington, D. C., Dr. Corning has a challenge, for the city is

now over the eight hundred thousand mark, and with the close of the war much new building is now in the offing.

The organization of schools systems in the United States is almost as varied as the moods of a vagrant spring. All, in theory, take their fundamental power from the people, which is exercised directly upon the school organization through boards of education and a superintendency of schools or various assistant or associate superintendencies which they create. Some of the larger cities of the country, such as Philadelphia and St. Louis, are operated under a dual system in which the power comes from the people to two departments of the Board of Education, one implemented to manage the business and physical properties of the school system, and the other to run the educational instructional portion of the school system. Under this system the co-operation of the heads of the two departments is essential for the smooth functioning of an educational program. The organization most desired by school administrators is one in which the allotment of monies and the laying down of educational policies is in the same hands. City Boards of Education receive their power from the people who elect them or, secondarily, from the people through a mayor who appoints them. The plan now being accepted as being the best from the administrator's viewpoint is that boards of education are to be just bodies to lay down broad policies which the superintendent of schools carries out with both financial and educational allotment and planning under his direct control. It is axiomatic that an educational program needs wisdom in its planning, but if it is not accorded sufficient financial support it can not be put into successful operation.

The cumbersomeness of most large educational systems is well known. The City of Los Angeles through its Board of Education and Dr. Vierling Kersey, superintendent of schools, decided to attack the problem of professional reorganization of the Los Angeles educational program some two years ago. Certain definite changes already have been made, and it will be two years more at least before the final details of the whole reorganization program will have been worked out. In direct charge of this re-organization planning has been Louis B. Travers, assistant superintendent, head of the Personnel Division of the Los Angeles city schools previous to putting the new order into operation last spring.

Los Angeles City is a village of vast distances. It runs some 60 miles north and south and around 25 miles east and west. It is inhabited by a large urban as well as a rural population. Its farming interests are equaled of recent years only by its manufacturing interests. The educational forces cater to slum areas as well as to those of the fabulous rich in addition to the vast numbers of middle-class homes. Los Angeles City has been the fifth city in size in the United States for several decades. It is nip and tuck now whether it is not the fourth city in size in the country. If the current rate of growth of population continues, as during the war years and it has not yet

Vierling Kersey

ceased, within the next decade Los Angeles City has the chance—and one is not being overly optimistic—of being the second city in size in the United States. With the tremendous expansion of manufacturing within the city limits together with its being thousands of miles nearer to the vast potential Asiatic markets, such a growth could be no idle dream. Millions of soldiers who never dreamed of seeing California are now alive to its possibilities.

The essence of the re-organization of the Los Angeles city school system, as worked out by Assistant Superintendent Travers and his committees and consultants, is the fashioning of a streamlined school organization with lines of authority sharply and clearly defined. It has been an attempt to follow as far as possible in an educational organization policies that have proved so successful in the management of large business corporations. The main re-organization has brought about the formation of three large administrative divisions reporting directly to the chief assistant superintendent who is under the superintendent of schools, and the secretary of the Board of Education, who derives his authority from the Board of Education elected directly by the voters of the city.

The administrative divisions are composed of first, Business Service Divisions divided into a Business Division, a Controlling Division, and a Budget Division; secondly, the Operating Divisions made up of four units—the Elementary Education Division, the Junior High School Education Division, the Senior High School Education Division, and the Adult and Vocational Education Division. The Elementary Education Division has the city divided into four educational areas, each under an associate assistant superintendent of schools. These areas are the East Elementary Area, the West Elementary Area, the Central Elementary Area, and the South Elementary Area. Both the Junior and Senior High School Education Divisions handle all of the schools of the city of their unit as of a single area. The Adult and Vocational Education Division, however, is divided into two sections, one the Adult Education Branch operating the Adult Schools while the Post Secondary Branch is in control of Vocational Schools and Junior Colleges. Thirdly, there is the Educational Service Divisions comprised of the Personnel Division, the Educational Curriculum Division, and the Auxiliary Services Division.

In this re-organization the Curriculum Division is set up as an independent unit whose duties are to make courses of study and to evaluate the success of their being put into use by the operating divisions. Field supervisors are assigned to the operating divisions. In brief, the Los Angeles City scheme is a three-fold delegation of authority to three large divisions, the Curriculum Division to do the planning of what is to be taught in the school system from kindergarten through junior college and thus bring about a thoroughly integrated program and evaluate that program as put into practice by the Operating Divisions, while the Business Service Divisions see that all that is necessary for carrying out such a program is made available.

The office of Chief Assistant Superintendent looms most important in this new re-organization. He is the co-ordinating body that puts into operation the general

policies annunciated by the City Board of Education and coming to him from the City Superintendent of Schools as Secretary of the Board of Education. Advising the Chief Assistant Superintendent in putting policies into operation is an Organization Advisory Council and a Division Heads Council. Directly aiding the superintendent of schools is a Community Relations Council and an Employee Relations Council. To the Board of Education the Retirement Board and the Personnel Commission report directly.

The Los Angeles City Board of Education responsible for this modern streamlining of the schools' organization is composed of Dr. Clarence W. Pierce, President, Mrs. Marie M. Adams, Roy J. Becker, J. Paul Elliott, Lawrence L. Larrabee, Mrs. Gertrude H. Rounsavelle, and Maynard J. Toll. The superintendent of schools is Dr. Vierling Kersey who was re-elected last year for the 1945-49 term at an increase in salary. The Chief Assistant Superintendent is L. B. Travers. In the Business Service Divisions the men in charge are: the Business Division, A. S. Nibecker Jr.; the Controlling Division, M. P. Haviken; the Budget Division, H. M. Howell. Of the Administrative Divisions the Elementary is under Raymond Elliott Pollich, while the various areas are in charge of the following associate assistant superintendents: the East Elementary Area, Mrs. Dorothy Van Noy Harsin; the West Elementary Area, Mrs. Earnestyne White Mannatt; the Central Elementary Area, Luke L. Gallup; the South Elementary Area, Warren Cross Conrad. Miss Elizabeth Sands is assistant superintendent in charge of the Junior High School Division, G. Millage Montgomery of the Senior High School Division, and Howard Arthur Campion of the Adult and Vocational Education Division. The Educational Service Divisions have the following heads: the Personnel Division. Dr. Paul E. Webb, the Curriculum Division, Maurice Guernsey Blair, and the Auxiliary Services Division, Guy Marsh Hoyt.

SUSAN MILLER DORSEY, whose long and distinguished career as an educator came to an end with her death early in February, was honored by memorial services held simultaneously throughout all the Los Angeles schools February 15, at the suggestion of Superintendent Vierling Kersey. Preliminary to these services discussions were held in all classrooms relative to the life of Mrs. Dorsey, the many contributions she made to youth, the schools, and the community, and the personal qualities which she possessed that made her a great and honored woman.

Susan Miller Dorsey was both the first woman assistant superintendent and the first woman superintendent of the Los Angeles school system. She held the degree of LL. D. from the Universities of California and Southern California, Pomona and Occidental Colleges, and was one of two honorary members of the National Education Association. Under her administration the Los Angeles school facilities tripled in size to keep pace with a population that grew from 500,000 to more than 1,200,000. It was one of her problems to find housing for new children in numbers sufficient to fill a new twelve room building each week. She had the unusual experience of putting over three big bond issues, the first for an amount of $9,500,000, the second for $17,400,000, and the third for $34,640,000.

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Western School News

Edited by MORRIS WAGNER

ROY SIMPSON ADDRESSES SAN MATEO TEACHERS

Roy Simpson, State Superintendent of Public Instruction, addressed 250 teachers at a dinner meeting of the San Mateo County Teachers Association, held at the Sequoia Union High School. Mr. Simpson discussed the relationship of the State Department of Education with schools throughout the state, outlining briefly the physical set-up of the Department and emphasizing its wish to cooperate with all units of administration. He explained how the State Department of Education is being enlarged to provide more personal contact with state schools as population increases in the state. One of the important services of the Department at present, he stated, is to veterans who are seeking educational opportunities.

Pansy J. Abbott, county superintendent of schools, in introducing Mr. Simpson, told the group that during her term in office she had worked with four previous state superintendents, the late Will C. Wood, William John Cooper, Vierling Kersey, now superintendent of Los Angeles schools, and the late Walter F. Dexter.

Mrs. John J. Garland of Menlo Park, president of the California Congress of Parents and Teachers, and Mrs. L. G. Evans, 17th District president of the Congress of Parents and Teachers issued greetings to the teachers. Superintendent Andrew Spinas of Redwood City elementary schools was chairman of the meeting in his capacity as president of the County Teachers Association. Roy W. Cloud of Redwood City, executive secretary of the California Teachers Association, spoke of future plans.

Preceding the dinner meeting, about 75 teachers, members of the governing council of the county teachers association, held a meeting. The following committees were approved by the council: executive committee, Andrew Spinas, chairman; members, Roy Liddicoat, superintendent of the Ravenswood School District; Jessie Davis, Pescadero elementary school teacher; Charles Zipfel, vice principal of South San Francisco High School; Esther Gothan, Burlingame elementary school teacher. Other committees are: Membership committee, John Hiter of the San Mateo Borel School, who will work with a representative of each school throughout the county; professional growth and public relations committee, Clive Saiz, Jefferson High School teacher, chairman, Dr. Frank M. Stanger of San Mateo Junior College, and Mrs. Eleanor Collins, county director of school curriculum; salary and statistics committee, S. S. Mayo, principal of the adult evening school at Sequoia, chairman, who will work with other teachers and is at present working with the California Teachers Association on the same subject; budget committee, Viola Happy, South San Francisco school teacher, chairman.

Roy E. Simpson

The San Mateo County Teachers Association is a live and vigorous organization. Its numerous committees are extremely active as evidenced by the fact that even teachers in outlying and somewhat isolated areas, such as Pescadero, work actively on these committees.

Congratulations on its Fiftieth Anniversary have been received by *The Western Journal of Education* from Ben R. Crandall, longtime friend of the late Harr Wagner, and well known to California school administrators who were his associates for many years before he retired and returned to his old home in the east. Mr. Crandall was superintendent of the San Bernardino city schools in 1919-21 and then joined the faculty of the University of California at Berkeley. In 1924 he became president of California Polytechnic at San Luis Obispo where he stayed until 1933. Several years later he left California for his old home in the east at Alfred, New York, with the idea of staying there for only a year. He writes, "However, we found ourselves back only 15 miles from my old home and our son Burton, as Comptroller of the University, and a family of four fine grandchildren. Then the University (Alfred University) asked me to head up a Department of Vocational Counseling, so there was only one thing to do, stay right here. So instead of building the bungalow we had planned in California we built a Colonial cottage only three doors from the social centers of our old Alma Mater where we met and had our courtship. Naturally we are very happy, and as busy as we care to be."

Redwood City's $600,000 bond issue for the elementary school district passed by the wide majority of 4 to 1. Andrew Spinas, superintendent of the elementary school district, states that $265,000 of the funds will provide additions to the McKinley School plant, largest of the six schools in the district. Mr. Spinas pointed out that a large cafeteria to replace the small, crowded cafeteria now being used at McKinley, facilities for the teaching of shop and home living courses, and a gymnasium are urgently needed.

The bond issue provides for a combination manual arts and home living building at a cost of $100,000 plus $15,000 for fees and equipment. In the manual arts department will be a general shop course which will include learning to work with tools, wood and metal and a craft shop where students could learn ceramics, leather tooling and weaving. There would be another room for painting and other arts classes. At present a small group of McKinley boys are taken to Sequoia High School for a general shop course while the girls have one sewing class which is limited mostly to embroidery because of lack of facilities.

A gymnasium for both boys and girls has long been needed at McKinley, Superintendent Spinas says. The new building will not only keep the children out of mud puddles during rainy weather but provide year-round facilities for physical education and recreation. The building will partition the boys' and girls' sections and will include showers and

lockers. Total cost including facilities and fees is $95,000.

The new cafeteria will feed 400 children daily and will be so arranged that lines will not have to wait 15 or 20 minutes for hot lunches as they do now.

ROBERT M. DULIN, lawyer and Chief Hearing Commissioner for the Office of Administrative Hearings, OPA, Region VIII, was honored recently by the Los Angeles University of Applied Education, which conferred upon him the degree of Doctor of Laws. Mr. Dulin is a former

Robert M. Dulin

member of the California State Board of Education and served as president of the Board from March, 1942, to May, 1943. He was also included in "Who's Who in America" for 1944-1945.

D. C. HEATH is now publishing an interesting new service bulletin for elementary teachers called "The Packet." President Dudley R. Cowles writes of the new publication: "With this issue of *The Packet,* the first of many regular Sailings from Heath's home port in Boston, we inaugurate a new service bulletin for elementary supervisors, principals, and teachers. Our *Packet,* like the packet ships of the last century, will carry a varied cargo.

"The present issue forecasts the type of materials to be published—articles by authors of distinction, of practical value to every person concerned with advancing elementary education. In addition *The Packet* will include notes from the classroom. We invite your contributions. Share with other teachers your solution of a vexing problem, special classroom techniques you find helpful, unusual creative writings from your children, amusing episodes. This is your bulletin. Let us know how you like it, how we can make it of greater service to you."

The first issue, January, contains an article by Paul Witty on "Some Characteristics of a Balanced Reading Program," and one by Constance M. McCullough on "Use of Context Clues in Grades Three to Six."

ROY E. SIMPSON, State Superintendent of Public Instruction, pays high tribute to the classroom teacher, who is, he states "the major part of our educational structure." The teacher's greatest satisfaction, he writes, comes from those expressions of confidence given by youths as only youth can give it. "It is youth that easily detects the genuine from the counterfeit. Unhappy is the person who enters the field as a teacher without the genuine love of service for boys and girls.

"The dependable classroom teacher really gives little, if any, thought, to the reward for service well done. Time to that teacher is measured in the good accomplished for her children, not in the hours of labor or the credits granted.

"I have known successful teachers who interest themselves in the 'why' their children do as they do. It is the understanding these 'whys' that leads toward building in the souls of our youth those qualities unseen to the eye, but most permanently effective in youth as an individual.

"Teachers as teachers are a superior group of citizens and should be proud that they help our nation to grow in the richness of stature America so earnestly strives to develop. Our classroom teachers may know with confidence that their efforts are not in vain."

J. PAUL LEONARD, president of San Francisco State College, states that the California Legislature's approval of Governor Warren's $154,000,000 postwar construction will make possible completion of a new $5,000,000 San Francisco State College at Lake Merced by September, 1948. Available out of the $154,000,000 will be $3,436,300 to finance ten buildings on a fifty-four acre campus purchased in 1939. In addition Assembly bill 104, already approved, provides $770,000 for two permanent dormitories housing 350 students, and these, it is expected, will be completed by next October. A half million dollars has been appropriated previously for grounds, sports fields and landscaping.

The new buildings, modern in design, will be constructed of reinforced concrete colored an off-white. Roofs will be of copper and generous use will be made of glass brick. The dormitories will be the first buildings to be constructed, and veterans will be given preference in these. Application has been made to the Federal Public Housing Administration for eighty-five temporary units to care for married veterans and their families.

The new college will be adequate for an enrollment of 3,500 as compared with the present 1,328. While 83% of present enrollment is from the immediate Bay area,

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Dr. Leonard predicts a large number of students will be attracted from inland counties. The aim of the college, he states, "will be to make this one of the best teachers' colleges in the West, plus offering ample opportunities for general academic courses."

FRANCES EFFINGER RAYMOND, who died November 18, was an inspiring leader of the business and professional women of this country, and a fitting tribute to Mrs. Raymond's achievements was published in a recent issue of *The Business Woman,* official publication of the Business and Professional Women's Club of San Francisco, Inc. Shirley Radke, Representative of the Gregg Publishing Company, wrote:

"When Frances Effinger Raymond passed on November 18, the entire country lost one of its pioneers in the emancipation of women. She was a dynamic personality, and her influence was far reaching.

"Some fifty years ago, after graduating from Helmuth College, she associated herself with the renowned Colonel Parker at the Chicago Normal School. Her next step forward was to become one of the original faculty of Gregg College, Chicago. While there Mrs. Raymond wrote the first textbook on business English published in this country. From that activity she became one of the first women court reporters in the United States.

"In 1912 Mrs. Raymond opened the Pacific Coast and Orient Office of The Gregg Publishing Company. She increased the Company's interests and services immeasurably in the western states, and extended them to Alaska, Hawaii, the Philippines, and the Orient.

"Mrs. Raymond helped organize and later served as president of the San Francisco League of Business and Professional Women. In the years that followed she was an outstanding figure, an indefatigable worker, in the local, state, and national groups. She was never too busy to participate in any worthwhile program, to attend any convention, to speak on the radio, to help in any way possible to encourage and guide other women to a greater sense of freedom, capability, and achievement."

ONLY CALIFORNIA, Illinois, and New York surpassed New Jersey in the number of pupils remaining in the last 40 candidates for Westinghouse Scholarships. On the basis of population New Jersey would have been first.

A LARGE PERCENTAGE of college students choose professions without any consideration of their own aptitudes, according to a study by Dr. Sparling at Long Island College. For example, of those who intended to be teachers, 75 per cent had grades below 80 in the subjects they intended to teach.

JOHN G. TERRY, Assistant Superintendent of Tulare county schools has resigned from the position he has held for the past ten years to devote his full attention to his candidacy for Congress, from the 10th District, which compromises Kern, Kings, and Tulare counties.

Mr. Terry has been a school administrator in California for the past twenty years. He has served on various San Joaquin Valley and California State educational committees, and was presented with an honorary life membership in the California Congress of Parents and Teachers. He holds an M. A. from the University of Southern California.

A veteran of World Wars I and II, Mr. Terry urges active participation of all American citizens in their government. He states, "We had a people's war, and we promised ourselves a people's peace, a people's government. This is the time for everyone to take an active interest in county, state, and national affairs. Our people should register and vote if they wish a voice in the officials elected, in the legislation proposed."

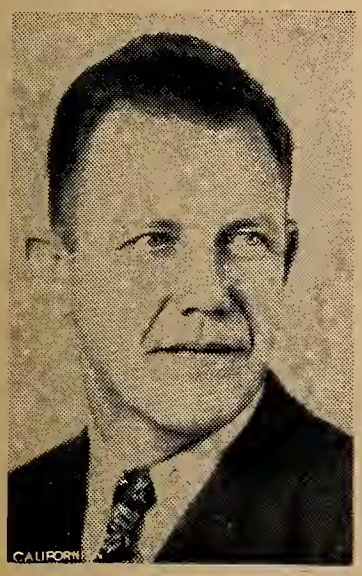
John G. Terry

MURIEL EDWARDS, superintendent of Santa Barbara County schools, was seriously injured in an automobile accident early in January and has been hospitalized

ever since. Miss Edwards is slowly recovering from this accident, but the strain on her general health has been so great that she is retiring from office in January, 1947. In her long and faithful period of service to the county schools Miss Edwards has made many friends throughout the state who will wish her the best of health and happiness in her retirement.

✓ ✓ ✓

Roy L. Driggers, who was serving as Director of Child Welfare and Attendance of Kern County schools before being commissioned into the United States Navy in 1943, has returned from duty and is back in the Kern County school system. Mr. Driggers served the Caribbean area



Roy L. Driggers

as Director of Training and had a very successful tour of duty. The training department received the Admiral's commendation for both years he was in charge of the program.

✓ ✓ ✓

Wallace Brierly, general supervisor of Kern County schools, entered the War Training Service as a flier in July of 1942. In March of 1943 he transferred to the United States Naval Reserve as a Lieutenant, junior grade, and served in active duty until January, 1946, at which time he went on inactive duty as senior lieutenant. While in the Navy Mr. Brierly served in the 8th Naval District headquarters, Training Command, the 7th Fleet, and in the Training Command, Philippines. Upon his return in January Kern County welcomed him back to his former position, but Mr. Brierly has been appointed to be superintendent of elementary schools, Macfarland, California, and is to take office July 1, 1946. Until that time he will carry on as general supervisor in Kern County.

✓ ✓ ✓

James G. Force, superintendent of schools, Monterey County, was forced through ill health to retire from office, January 1, 1946. Mr. Force had served Monterey County as superintendent of schools since March 3, 1923. His many friends will miss the ready smile and warm handclasp that always accompanied his greeting. Mr. Force had been failing in health for the past four years and it had been a real struggle on his part to keep his office going. Although he had planned to retire in January, 1947, it became necessary for him to stop active work a year earlier than he expected. His many friends in the profession will miss him at superintendents' gatherings and wish him a speedy recovery so that he may enjoy his retirement in good health.

✓ ✓ ✓

Gladys Stone, for many years deputy superintendent of Monterey County schools, was appointed by James G. Force, retiring county superintendent to complete his term of office. Miss Stone has had many years of actual experience in the county office and is well qualified to take over the superintendent's position. She is extremely well versed in the business matters with which all county officers are highly concerned, and Monterey County will receive great benefit from her experience in handling such matters.

✓ ✓ ✓

Robert L. Bird, county superintendent of San Luis Obispo, is retiring after 28 years of faithful and diligent service. Mr. Bird began his teaching career in 1894 in a little country school in Illinois where he taught for three years, after which time he went to Missouri Valley College, Marshall, Missouri, for further education. Then he left the field of education for a time to work with the Armour Packing Company of Missouri and also with a lumber concern. This experience served to give him some practical business experience which he has been able to utilize in school administration. He returned to the school field at Alton, Illinois, as vice principal. Coming to California in 1912, he took his secondary work at the University of California. He was principal of the Arroyo Grande High School from 1912 to January, 1919, at which time he resigned to take over the office of county superintendent of schools. In addition to his long service in the county office he was a member of the board of directors of the California Teachers Association from April, 1925, to April, 1944, the longest term which any member of the Association has ever served on this board. He was a member of the Central Coast Council, CTA, for 25 years. Mr. Bird is looking forward to his retirement in San Luis Obispo where he plans to buy a small place in the country and "just putter around with the soil." There is only one office from which he is not retiring, and that is as a director of the San Luis Obispo Guarantee Building and Loan Association. His many friends wish him success and happiness in his retirement.

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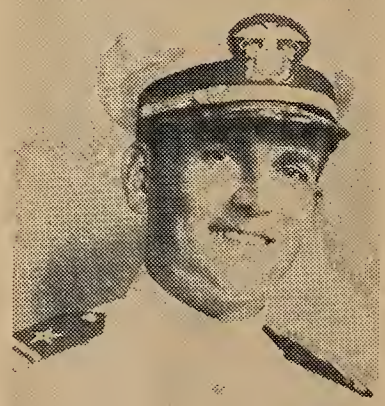
John W. Eckhardt returns to the Kern County office in January of this year, after a three-year period of service with the United States Navy. Mr. Eckhardt enlisted in the United States Naval Reserve



John W. Eckhardt

as a lieutenant, junior grade. He has been returned to inactive duty as Lieutenant Commander and has taken up the position of general supervision and research for the Kern County schools. Prior to his enlistment he was secondary coordinator for the Kern County schools. Mr. Eckhardt recently completed his campus work for a Doctor's degree, and is now making an exhaustive study of the relationship of the high school principal to the curriculum for a dissertation which promises to be an outstanding contribution to the field of secondary education.

Library News

Edited by MABEL R. GILLIS, State Librarian

SCHOOL LIBRARIES TODAY AND TOMORROW: FUNCTIONS AND STANDARDS*

The comments below were written by Alice Stoeltzing, Librarian, Will Rogers Junior High School, Long Beach 3, California, and Marjorie T. Fullwood, Librarian, William Logan Stephens Junior High School, Long Beach 6, California, for the School Library Association of California. The Board of that Association approved the Douglas Report at its meeting in September and the State Professional Committee is actively promoting it. Miss Fullwood is chairman of this Committee

School librarians have welcomed the report listed above, commonly referred to as the Douglas Report. It comes at a time when we are particularly in need of an authoritarian influence to combat the compromises which war has thrust upon us, both as to personnel and equipment. Coming out, as it does, with the prestige of the American Library Association and a distinguished committee membership to give it force in the professional library world, it gains still further strength and will perhaps be more widely read by the school administrators because of the excellent introduction contributed by Mr. N. L. Engelhardt, president of the American Association of School Administrators. That is the audience which we as school librarians, interested in the increase of library service and effectiveness, need to reach.

As Mr. Engelhardt says, the standards submitted are tentative. As such, they are subject to criticism. The work and the judgment of the committee members and their consultants are to be commended. They have done their profession a very great service, especially so in those schools where a short-sighted policy may load the librarian with routines, teaching, clerical work, and other non-professional burdens which reduce her effectiveness in the particular field for which she is best equipped.

It is therefore somewhat disturbing to find that the committee has recommended quantitative standards for personnel which would appear to be utterly unlikely of attainment. In fact, they are such as to make a school superintendent cast a somewhat dubious eye on the other recommended standards. We do ourselves a disservice by overstating our case. When the report is issued in revised form, it is to be hoped that a more realistic recommendation be made. The figures which follow are taken from Appendix A. Summary of Quantitative Standards.

For a school of 200 enrollment one trained librarian and part-time clerical assistance.

For a school of 500 enrollment, one trained librarian and one full-time clerk.

For a school of 1000 enrollment, *two* trained librarians and one full-time clerk.

For a school of 2000 enrollment, *four* trained librarians and two full-time clerks.

For a school of 3000 enrollment, *six* trained librarians and three full-time clerks.

For a school of 5000 enrollment, *ten* trained librarians and five full-time clerks. The figures speak for themselves.

A further criticism might be offered with regard to the standards recommended for the book collection. From the figures given in Appendix A of the report it would seem that there is a rather wide spread in the minimum number of titles between, for example, a school of 500 enrollment and one of a thousand. Total collections in these two schools, 5000 and 7000 *volumes* respectively, are reasonable, but a difference of 1500 *titles* in the two collections is, I think, excessive. Numbers of titles in two such collections would not, ordinarily, be so far apart, and the difference in size of collection would be explained in terms of duplication.

Mrs. Douglas and her committee have placed us all deeply in their debt for their excellent formulation of the standards of library service in American schools. It is to be hoped that every school librarian will familiarize herself with the substance of the report and will further see to it that the school administrators with whom she is associated are informed of the recommendations made.

* Prepared by the Committees on Post-War Planning of the American Library Association, Division of Libraries for Children and Young People and Its Section, The American Association of School Librarians, Mrs. Mary Peacock Douglas, Chairman. American Library Association, 1945. $1.00

CALIFORNIA LIBRARY ASSOCIATION

Eleanor N. Wilson, Kern County Librarian, presided at the Executive Board meeting of the California Library Association on January 21 when the group of state officers and district presidents convened at Bakersfield to outline the association's program for the year.

During the spring months there will be regional meetings for CLA members throughout the state, one of the first of these being a week-end conference at Richardson Springs on March 9th and 10th. Mrs. Dorothy R. Carnie of Yreka and Albert C. Lake of Sacramento, presidents of the Mt. Shasta and Golden Empire Districts, will share responsibility for arrangements.

The Golden Gate District, including libraries in the coast counties between Monterey and Sonoma, is to hold its meeting March 16 on the University of California Campus at Berkeley, with section meetings in the morning for college and university librarians, junior members, public librarians, and trustees. Mrs. Dorothy F. Roberts, Alameda County Librarian, will preside at a general session for all members in that region following the luncheon.

Dorothy M. Drake, Librarian of Scripps College, is planning a meeting for librarians in the southern part of the state at Claremont early in April. The Yosemite District meeting is scheduled for April 27 in Fresno, with the newly appointed Fresno County Librarian, Mrs. Margaret Van Dussen, to preside. Date and place of meeting for librarians in the small Redwood Empire District at the northwest corner of the state have not yet been announced.

Theme of the California Library Association for this year is "The Library in a New World." Major committees have been assigned to work on such matters as Intercultural Relations (making books and library service available to the foreign language population and other minority groups), Regional Cooperation, Library Standards, Relations with Business Groups, Intellectual Freedom, Microfilming and Photography (promoting the use of microphotography for copying rare printed items and for reducing storage space needed in libraries).

The year's program is to be climaxed with a statewide conference for all California librarians at Hotel del Coronado

during the third week in October. The California County Librarians, under the leadership of State Librarian Mabel R. Gillis, will meet first on October 15 and then jointly with other CLA members for the balance of the time. It is expected that the Special Librarians Association and School Library Association will join the general conference on October 19.

Library news and association records are printed in the quarterly CLA Bulletin. Information about subscriptions to that periodical and membership in the California Library Association, which is open to all persons interested in libraries and library work, may be secured from the executive secretary, Mrs. Jean C. Bishop, 1949 Lyon Street, San Francisco 15.

COLLEGE AND UNIVERSITY LIBRARIANS MEET

Helen R. Blasdale, of the Mills College Library, Chairman of the College and University Section of the California Library Association, called a meeting of the northern members on January 19, 1946. The San Francisco College for Women on Lone Mountain was hostess to the group who greatly appreciated this opportunity to see the beautiful buildings and the distinctive library.

The principal feature of the program was a panel discussion on problems of regional cooperation, with particular reference to the Bay Area. Dr. Evelyn Steel Little, Mills College Librarian, acted as Chairman, and the members of the panel were Donald Coney, Librarian, University of California, Edwin T. Coman, Jr., Librarian of the Graduate School of Business Library at Stanford University, Signe Ruth Otterson, Librarian of the San Francisco Branch of the U. S. Department of Agriculture Library, Mrs. Dorothy Felter Vetter, in charge of the Library of the Pacific School of Religion, and Laurence Clarke, San Francisco City Librarian.

NEWS ITEMS

Sarah E. McCardle resigned as Fresno County Librarian, December 31, 1945. Miss McCardle had been in that position since January 1, 1911, less than a year after the county library was established. Miss McCardle's interest in county library service and her enthusiasm for the work made her a leader in the group of librarians who pioneered county library service in California. It is greatly to her credit that her intense interest has never abated. Miss McCardle will continue living in her home in Fresno, and has no other plans at present.

Mrs. Margaret Van Dussen was appointed county librarian to succeed Miss McCardle. She has been on the staff of the Fresno County Library as head of work with the schools since September, 1930.

Xenophon P. Smith, for almost five years 9th Service Command Librarian with headquarters at various times in San Francisco and Salt Lake, has been appointed Director, Books for Adult Blind, in the Library of Congress. Mr. Smith took his new position on January 4. He has been succeeded at the headquarters of the 9th Service Command Library in San Francisco by Wendell Coon who has been assistant to Mr. Smith for the past three and a half years.

Mrs. Dorothy R. Carnie, who has been librarian of the Siskiyou County Free Library since June, 1942, has sent her resignation to the Board of Supervisors to take effect when a successor can be appointed. Mrs. Carnie's husband has recently returned from overseas and they are planning to establish their home elsewhere.

James Moon, recently released from Army service, is now librarian of the Governmental Reference Library in San Diego. This Library, located in the Civic Center, is supported jointly by the City and County and maintained by the San Diego City and San Diego County Library. Mr. Moon was formerly on the Kern County staff.

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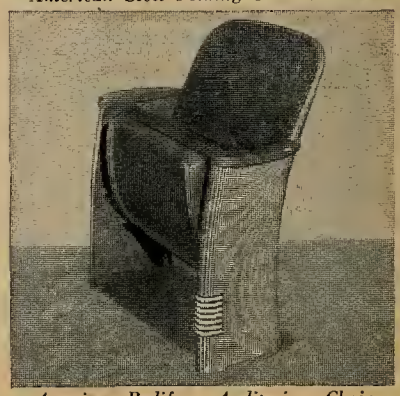

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March, 1946

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The WESTERN JOURNAL of EDUCATION

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EDITORS
Morris Wagner W. M. Culp Mabel R. Gillis
Irmagarde Richards Hazel Ross

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Jottings of a Traveling Bookman

By W. M. CULP

The New York City Regional Conference of The American Association of School Administrators met in that city March 4-7, 1946. The theme was "The Unfinished Task." The Pennsylvania Hotel was headquarters and the site of some 140 educational exhibits of book publishers and school supply companies. Manhattan Center was the meeting place for the general sessions, while various hotels were hosts to the many section meetings. Several thousand educators were present, the directors of the education of about forty per cent of the children of the United States. New York City took the convention in stride. It was not of sufficient importance to carry any report in any of the metropolitan newspapers. The Toy Fair, with 4,000 buyers present the next week, was of sufficient interest to carry some headlines.

Prominent on various platforms and in hotel lobbies were the officers of the American Association of School Administrators, 1945-46. Of these, the President, Charles H. Lake, Superintendent of Schools, Cleveland, Ohio, presided at the opening session. The theme, the Aftermath of War, was presented from two angles. The first—Education for World Citizenship, by William G. Carr, Secretary, Educational Policies Commission, National Education Association, Washington, D. C.—was a straightforward analysis of what the problem involved and how it might be met. Mr. Carr advocated a reciprocal study of Russia and the United States by visiting educators to both countries. He was not afraid of the mass of American people hearing about the operation of the Russian scheme of education and government, but he thought the Russian people should also be given the opportunity to learn about the American form.

At the Second General Session, John E. Wade, Superintendent of Schools, New York, N. Y., presided. The topic presented was "Conserving Human Resources." The Modern Health Program was discussed by John L. Bracken, Superintendent of Schools, Clayton, Missouri, and a member of the Executive Committee of the American Association of School Administrators. James L. Hanley, Superintendent of Schools of Providence, R. I., spoke at this meeting on "Conserving Human Resources." The Third General Session had the theme of "Education Looks Ahead." Presiding was N. L. Engelhardt, Associate Superintendent of Schools, New York, N. Y., and First Vice-President, American Association of School Administrators. A paper on "Developing Lay Leadership" was given by Paul R. Mort, Professor of Education, Teachers College, Columbia University, New York, N. Y. The second paper was an address by James Bryant Conant, President, Harvard University titled "The Role of Science in General Education." The Fourth General Session considered "Major Administrative Issues." Homer W. Anderson, Superintendent of Schools, Newton, Massachusetts, presided. "Problems of the Professional Personnel" was the topic of Ernest O. Melby, Dean, School of Education, New York University, New York, N. Y. "Financing Education for a New World" was the subject considered by Thomas C. Boushall, President, The Bank of Virginia, Richmond, Va., Chairman, Committee on Education, Chamber of Commerce of the United States.

More than a hundred school administrators participated in the twelve discussion groups that convened during the meeting. In the group that considered "What The High School Should Teach," Will French, Professor of Education, Teachers College, Columbia University, New York, N. Y., former Superintendent of Schools at Flint, Michigan, and Long Beach, California, presented the question from the point of view of what could be done "In Fostering Better Understanding Between Labor and Management." On the Program for Veterans Education, in a discussion of the problem "Principles and Policies of the Veterans Administration for the Training of Veterans," were James A. Nugent, Superintendent of Schools, Jersey City, N. J. and James L. Hanley, Superintendent of Schools, Providence, R. I. "What the Elementary Schools Should Teach" was one of the largest discussion groups, and among the many participants were such men as Edwin W. Broome, County Superintendent of Schools, Rockville, Md., George Hayward, Principal, Elmwood Elementary School, East Orange, N. J., John J. Loftus, Assistant Superintendent of Schools, New York, N. Y., Leon C. Staples, Superintendent of Schools, Stamford, Connecticut, James T. Worlton, Assistant Superintendent of Schools, Salt Lake City, Utah, and William E. Young, Director, Division of Elementary Education, State Department of Education, Albany, N. Y.

The chairman of the discussion group considering "Scientific Aids to Education" was W. H. Lemmel, Superintendent of Schools, Wilmington, Delaware. The panel discussion of this group was led by C. Leslie Cushman, Associate Superintendent of Schools, Philadelphia, Pennsylvania, and Henry E. Kentopp, Superintendent of Schools, East Orange, New Jersey, participated in the session. Harvey R. Vanderslice, Superintendent of Schools, Coatsville, Pennsylvania, took part in the discussion in the meeting taking up the problems of "Providing for the Atypical Child." In the session considering "Better Teachers for Better Schools" Arthur W. Ferguson, Superintendent of

Schools, York, Pennsylvania, presented his viewpoints of "What a Superintendent Looks for in New Teachers." Abel A. Hanson, Superintendent of Schools, Elizabeth, New Jersey, was chairman of the discussion group on "How Superintendents Work Together." At this meeting "Through Cooperation We Progress" was the subject presented by A. L. Threlkeld, Superintendent of Schools, Montclair, New Jersey. In the panel discussion Herbert C. Clish, Superintendent of Schools, New Rochelle, New York, and Benjamin C. Willis, Superintendent of Schools, Hagerstown, Maryland, took active part. Another discussion group considered "The Continued Education of Out-of-School Youth." Claude L. Kulp, Superintendent of Schools, Ithaca, New York, considered this problem from the viewpoint of "Basic Principles Underlying an Educational Program for Out-of-School Youth."

Dr. John E. Wade, Superintendent of Schools, New York City, New York, is scheduled to retire at the age of 70 years in September, 1947. The Board of Education of the City of New York is already in search of the outstanding educator and administrator in these United States to succeed him. Miss Mary E. Dillon, the president of the Board of Education, has been congratulated by New York City newspapers on the plan devised to choose the successor to the greatest public education job in the country. Some million and a quarter children and students, around 30,000 teaching personnel, and more than 600 different school plants make this New York City position a none too enviable position, involving as it does the education of the offspring of some eight millions of people as diversified as the nations of the world and moved by as many cross-currents. The country is to be combed for the best person to run the New York City public schools. A committee of educators of national stature, following a clear set of standards evolved by Dr. William H. Kilpatrick, are to make their recommendation for the appointment. Besides Dr. Kilpatrick the committee includes Dean Ernest O. Melby, of New York University, Dean William F. Russell, of Teachers College, Dr. John W. Studebaker, United States Commissioner of Education, and Dr. Willard E. Givens, of the National Education Association. As one editorial writer states, "They will search for candidates who are thoroughly prepared, who accept, in Dr. Kilpatrick's specifications, 'the two-way channel of policy-making,' 'who can deal both effectively and fairly with the public and who have the backbone—candidates who are, in short, properly qualified for what is the biggest practical job in American education." The committee will propose three to five names for final choice by the board. The board reserves full power of decision, but the assumption is that it will not go outside the committee's recommendations save for the most serious and unexpected reasons. Another editorial in the *New York World-Telegram* is quite pungent: "There is plenty of evidence that New York City's public schools have long needed at their head a man of the highest educational and administrative qualifications, an educator with a modern outlook capable of putting virility into a decaying system. . . . The selection of Dr. Wade upon Dr. Campbell's death indicated a political expediency and an inept appreciation of the city's whole scholastic problem. Inefficient and antiquated management was continued. There have been a mounting number of charges of Communist infiltration of faculty and classroom, of crowded and outmoded classes, of loose discipline, and urgent racial problems and tensions. In other words, the people have not been getting their money's worth out of a school system that for next year is asking a $15,316,056 budget. Only a top-flight educator-administrator can assure that." Quite strong words and perhaps containing more than a modicum of truth, but what educator outside New York City has ever come in part up against the educational problems that will confront him there and what educator can do much against these problems unless he has more millions of dollars than have been appropriated these many years for new equipment, schools, and means of putting to work modern organization methods.

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This information *is from Dr. Margaret Hampel, Director, Division of Elementary Education, State Teachers College, Milwaukee, Wisconsin.*

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Western School News

Edited by MORRIS WAGNER

SAN MATEO SCHOOL BONDS WIN BY LARGE VOTE

A. H. Horrall, superintendent of San Mateo city schools, returned to his desk after a protracted illness in time to organize and work on a bond issue for the elementary schools which passed on February 26 by the unusual vote of 7½ to 1. This extraordinary vote was probably due to the oneness of thought achieved by Superintendent Horrall, the Board of Education, and the various citizen groups regarding the bond issue, and to the effort put forth by all of these groups Active endorsement was given by the Chamber of Commerce, the American Legion, the Realty Board, and both the elementary and high school groups of the P. T. A. The churches backed the bonds, and from both Catholic and Protestant pulpits the needs of the schools were explained to the people. Newspapers published editorials

A. H. Horrall

and front-page articles urging that the bonds be passed, and local theaters cooperated by running trailers in favor of the measure.

Citizen committees were organized from each of the groups that had endorsed the bonds, and telephone committees called up every registered voter. Another interesting innovation in putting over a bond issue was the work of the San Mateo Toastmasters Club, made up of a group of people studying public speaking. This group took over the responsibility of providing a speaker for each of the Service Clubs for the week prior to the election.

A Slogan Contest was conducted in the schools. Superintendent Horrall holds a parents' committee meeting each month to discuss school problems, and this group acted as judges in choosing the slogan of the campaign from among those submitted by the school children. The winning slogan was:

Our schools are packed,
It's time to act,
Vote "Yes" on school bonds.

San Mateo's need for school improvements is evidenced by the fact that there is an 11,000 increase in population since 1940 representing residential growth, as there were no war industries in the city. In the letter sent out to voters the conditions were stated succinctly as follows:

WHY?????

1. 300 new pupils enrolled this year.
2. 400 more pupils expected in September.
3. 130 pupils in South San Mateo have no school in their area.
4. Four classes are attending school only one-half of each school day due to lack of room.
5. Some classes are housed in basement rooms and in an auditorium.

WHAT NOT TO DO IN A BOND ISSUE

A. C. Argo, Superintendent of the Sequoia Union High School District in Redwood City, reports that the bond issue for that district was badly beaten, the "no's" totaling 2656 as against a "yes" vote of 2332. In discussing the reasons for this defeat Mr. Argo said that he felt a bond issue could never be put over when the board itself was split on the issue and the minority members worked actively against it. Especially is this true when the local newspaper as well is sympathetic with the minority group and works to defeat the bonds. Difference of opinion was in regard to what the building program should be, not the desirability of building.

Redwood City is growing very fast. The present high school plant was built to take care of 1,600 children and is now housing 2000. Eleven teachers at present are without permanent rooms. These difficulties will be aggravated greatly next year as the building program in the district, including both business buildings and homes, indicates an increase of 200 to 400 additional students. This expected increase, in the face of the already overcrowded conditions, was the reason for the three majority members of the Board undertaking to place the bond issue before the people in spite of the opposition. However, the "power of the press" won this time. One of the contributing factors to the failure of the bonds to pass may have been that the issue was placed before the people too close on the heels of the recently successful $600,000 elementary school bond issue. In any case, Mr. Argo feels that this experience should be a warning to school boards in general not to attempt to ask the people to vote bonds when they themselves are split on the issue.

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REGIONAL CONFERENCE OF AASA, KANSAS CITY

Approximately 1000 school administrators attended the regional conference of the American Association of School Administrators held in Kansas City, February 20-22.

Dr. William F. Russell, Dean, Teachers College, Columbia University, was the principal speaker of the first general session of the conference. Speaking on "Education Looks Ahead," Dr. Russell pointed out that there is great danger in victory. The victor is very likely to become complacent and satisfied. In this respect he referred to France after the last war. Losers, on the other hand, are likely to strive and to study to improve themselves so that they will be able to remedy the weaknesses which were the cause of their losing the struggle. Dr. Russell feels that there is great danger of the United States becoming complacent in victory, and that there is a danger we are likely to feel the methods used in winning this war will be sufficient to win the next one also—if there is a next one.

There is also the danger, he said, of our being satisfied with our educational system and of our looking backward rather than forward because we are likely to have the opinion that an educational system equal to the challenge of World War II should be equal also to the challenge of a World War III. Dr. Russell warned we are likely to become a declining society, the chief characteristics of which are lack of change, dependence on older people, keeping youth in the background, the prevalence of a ruling class, and dependence on wealth. Our educational system, he said, is inherited from Europe and never did fit too well a democratic society, nor does it fit a progressive society.

The second general session was an open meeting attended by many people of the city. This meeting was devoted primarily to music, the outstanding contribution being a chorus of two thousand children from the fifth and sixth grades. The main talk of the evening was given by Col. T. V. Smith of the United States Army, who spoke on "Discipline for Democracy Through the Schools."

At the third general session the principal speaker was the Honorable Brooks Hays, member of Congress from Arkansas, who spoke on "Conserving Human Resources." Mr. Hays spoke of the tremendous mobilization of peoples which has taken place during the war and pointed out that this has created problems in many sections of the country. He stated his belief that the migration of peoples in the United States is another argument for federal aid to education, that it is the responsibility of the Federal Government to see that people of the United States are educated, regardless of where they may be, and that it is not fair to the states to be expected to carry the entire burden of educating people who migrate to those states from other states.

"Education for Community Living" was the subject of the fourth general session. The two main speakers were John A. Sexson, Superintendent of Schools, Pasadena, who spoke on "The Responsibility of Professional Leadership" and Elbert K. Fretwell, Chief Scout Executive, Boy Scouts of America, who spoke

Thomas L. Nelson

Thomas L. Nelson, who provided the notes for this report on the Kansas City Regional Conference of the American Association of School Administrators, was appointed to his present position as Superintendent of Schools of the Berkeley City Unified School District, in July, 1945. Dr. Nelson has had an unusually varied and interesting career. One of the highlights of his work in education was a position he accepted in 1919 as head of the commercial department and director of elementary education of the Colegio Americano in Barranquilla, Colombia, South America. In this position he directed the work of the commercial department of the college and also taught a few classes in the department. Since this teaching was done in Spanish he became quite proficient in the use of the Spanish language and also learned much about the people of the country and how to work with them. Dr. Nelson had received his training for this position at the University of California where he took courses in Spanish, Spanish and Latin American history, foreign relations, and international law.

During the summer of 1934 Dr. Nelson toured several European countries, studing their schools, as well as their social and economic conditions. He had interviews with many of the educational leaders in Austria, Czecho-Slovakia, Germany, Finland, Denmark, and England.

Dr. Nelson received his Ed. D. from the University of California in 1933. He had graduated from the University in 1914, after transferring from the University of Colorado. In addition to his outstanding scholastic work, he won the Big "C" in athletics at both institutions. His first teaching position in California was in the commercial department of the Alameda High School. While in this position he carried on graduate work at the University of California, during both the regular sessions and the summer sessions, and received his M. A. in 1925. He then accepted a position as principal of the Yreka High School. Two years later he became Superintendent of the Yuba City Union High School, remaining in this position until 1938, when he accepted the superintendency of the Kern County Union High School and Junior College District, the largest secondary school district in the state, operating six high schools and a junior college. He held this position until his appointment last July to the Berkeley superintendency.

on "The Responsibility of Lay Leadership."

Dr. Sexson said that the new atomic age places a tremendous responsibility on our leaders. It is not the first time, however, that we have had change in the world, and in his opinion the leadership of the country will be able to meet this new challenge. Dr. Sexson questions whether the drive of fear may make us maintain peace. While the drive of fear might be effective in doing this, nevertheless it is not the best way by which it might be accomplished. The real hope of lasting peace lies in education of this and future generations and upon educators who must see that the world is educated to the necessity of lasting peace. He stated that neither the atomic bomb nor any other bomb is dangerous until it is used by men who get wrong ideas. Therefore, he pointed out, the attitudes, ideas, and behavior of mankind must be changed. Men must be made to behave in new ways. The spiritual side of man must receive greater development than it has in the past if we are to maintain a lasting peace. This change in the nature of man must be on a world-wide basis, and this means a tremendous task for educators the world over. Dr. Sexson made a plea for an international educational agency such as already has been begun, but such an agency, he said, still has a long way to go. All present educational agencies must lend every possible support to a world-wide educational movement to educate mankind for world peace, if peace is ever to be secured.

At the fifth general session the speaker was Dr. N. Englehardt, Associate Superintendent of Schools, New York City, who spoke on the subject, "Toward Better Schools." Dr. Englehardt stated that this is a poor time to build as the costs over the country are from 50 to 100% above prewar costs. In addition to the tremendous cost at the present time, there is the problem of poor material. Dr. Englehardt feels that districts should raise their money, get their plans prepared, and be ready to build on short notice when time and conditions change to make it more opportune to build.

Various section meetings held included "What the Secondary Schools Should Teach"; "Surplus War Materials"; "Health and Physical Fitness"; "Adult Education"; "Board of Education"; "Vocational Education"; "A Preview of Tomorrow's School for Childhood"; "Veterans' Education"; "School Building Programs"; "Scientific Aids to Education"; "Maintaining the Teaching Staff"; "Education in the Air Age"; and "Teachers' Tenure."

Some of the California delegates to the Conference were: A. B. Campbell, Berkeley; Dr. Willard S. Ford, Glendale; Dr. Edwin A. Lee, Los Angeles; Lloyd N. Morrisett, Los Angeles; Earl G. Gridley, Berkeley; Dr. Frank W. Hart, Berkeley; Walter T. Helms, Richmond; Mrs. I. E. Porter, Bakersfield; Vaughn D. Seidel, Oakland, and Mrs. Ardella B. Tibby, Compton.

Henry H. Hill, president of George Peabody College, is president of the American Association of School Administrators. Mr. Hill was formerly superintendent of the Pittsburg, Pennsylvania, schools.

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LAUGH AND LEARN GRAMMAR . . . . . *Irwin H. Braun*
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A Unit on Ranch Life

Ventura County Schools

DEAN E. TRIGGS, *County Superintendent*

During the school year 1944-1945, a committee of Ventura County teachers made up of Louise Aubert, Isabel Conrad, Helen Doolin, Pauline Friedrich, Marie Fulton, and Agnes Ibsen, with Helen Kranz as chairman, constructed *The Ranch Unit* which is widely used in the lower grades throughout the county, this year. After a half year of experience with the unit, three teachers have reported on its use in their rooms. One reports on the social growth of her children through the use of the unit. A second reports on the subject matter and skills learned through its use. A third reports on the arts as an outgrowth of the study of the Ranch.

SOCIAL GROWTH THROUGH STUDY OF THE RANCH

There are twenty-nine children in our room. Twelve are Mexican-American, ten are recently from the Middlewest, five are native Californians, one is Dutch, and one is Chinese. The age range is from six years to eleven years. Some children have been in school only four months and some are repeating the second grade. Intelligence test results show that one child did not score at all and one showed an Intelligence Quotient of 145. The average I. Q. is below 100. Most of the children have poor home backgrounds. At the first of the year, an intense, unfriendly feeling existed between the Mexican and Midwestern children. A Mexican boy, the largest boy in the room, was well on the way to becoming a bully. Moral backgrounds in some of the children left much to be desired.

We have been faced with many problems of adjustment which might have discouraged us. Half-day sessions were necessary due to lack of school rooms. This meant sharing a room with another grade; in our case, the Pre-Primary. Our session was in the afternoon when, physically, primary children are certainly not at their best. A minimum day in which to learn the three R's and work out our social studies. We had no lumber except the contributions brought by the children themselves.

From the day the tools arrived and the question, "Have you ever been on a ranch?" was asked by the teacher, the interest has been on the highest level. Answers of,

"Before we came to California we lived on a farm," from Billy of Oklahoma.

"In Mexico, my grandfather, he have a farm," from Consuelo.

"My Daddy, he grows some vegetables to sell to people," from Willie, our Chinese boy.

These remarks gave the teacher a key to the former ranch experiences of the children. Field trips, taken on foot during the year, have added to this background. We have walked: to the library for books and pictures of the ranch; to the horse corral where the owner bought and sold horses; to a chicken ranch; to a turkey ranch; to a storage barn to get hay for dramatic play; to see a tractor working; to see the different kinds of trucks used for ranch work; to see a Mexican backyard farm with a cow and calf, horse, pig, chickens and rabbits; we have seen three films showing ranch life.

In guiding the children through this experience, much valuable social development has taken place.

Every child has found it necessary to share ideas, to work cooperatively in getting the room ready, to be guided by the work standards made by the group, and to help with the cleaning up. Construction presented many problems which had to be worked out cooperatively. The children had to learn to select the proper size and kind of lumber for a job. They had to learn the names of the tools, how to use them, how to care for them, and where to put them away. They learned that one piece of work had to be finished before another was started. They learned to help each other—to hold something for another to nail, to share tools, and to help new children to find things. They figured out cooperatively some steps in construction—that wheels go on a truck last, that barn sections should be made before it is put together, and that the roof goes on the house last.

As we worked together, we found it necessary to record some of our ideas so that we could refer to them later. Charts of standards, needs, and stories were developed.

By respecting the rights of others, regardless of race or former home, increased understanding for the opinions and property of others has been learned. Ray, the shy Mexican boy, has given us many original ideas and, while gaining his own security, has contributed by raising the group standard of work.

Patsy has learned to think and act independently in working out her problem of fastening the silo to a solid base, while David Ray has ceased to throw the tools and to destroy his friends' work when things do not always go smoothly and thus has made a good start toward self control.

WINIFRED CRUSEY, Teacher
Grades 1 and 2, Isbell School

Second grade children construct equipment needed for dramatizing ranch life

THE ORANGE SEQUENCE

Science

Oranges were being eaten by many during the ten o'clock fruit period, so the orange seed became of interest to the group.

After the suggestion was made that we plant some orange seeds, every child eating an orange searched diligently for seeds. Each little seed was brought and put into a glass until the glass was one-half full. The seeds were tested by dropping each one separately into a large glass of water. Those sinking were saved to plant. The seeds were planted two inches deep in rich soil, but none came up. However, the group did not lose interest in oranges because about that time we went to visit an orange house.

We visited the Camarillo Orange House. Here the group saw the following:

Field boxes full of oranges unloaded from the truck onto the receiver

Fruit stored in sweating rooms until ready for packing

Fruit ready for packing, stacked seven boxes high, carried by machinery from the basement upstairs into the washer

First graders study fumigation of orange trees

Fruit washed and dried by machinery
Fruit sorted, stamped, sized, packed
Lastly they saw the packed box make its way, by machinery, to the press; the press put the lid on and finally a man with a hand truck put the box into the refrigerator railroad car
The boxes for packing also made by a machine
The empty field boxes, after dumping the fruit, went by machinery out to be loaded again onto a truck to go back to the field to be filled once again by the orange picker

During dramatic play, the group wanted to cultivate the orange grove made from play trees in the room environment; so there developed the need of a disc. A group of second grade boys made the disc from wire and button molds.

From the movie, *The Orange Grower,* the group became interested in irrigation. Irrigation was discussed after the movie. Pictures of irrigation were shown. A story on irrigation was written for the Big Book. During dramatic play, a miniature irrigation system was set up with paper cups and drinking straws. The cups were used to represent irrigation heads and the straws the pipes.

Skills.

Reading: The group suggested sentences and the teacher put them on the board to make an experience story on the trip to the orange house. The chart, *Play Standards,* was kept before the class during dramatic play. Another chart story on irrigation was written by the group and transferred to a chart.

Book Reading: The group enjoyed two books on the subject of oranges which had been made by the teacher. *Story Pictures of Farm Work* by Beatty was on the reading table for their pleasure. *The Little Farmer* was valuable for it showed cultivation by discing. This was where the boys got the idea for the disc they made. *Stories About Henry,* gave interesting and valuable material.

Letter Writing: We wrote a thank-you letter to Mr. Ely at the Camarillo Citrus Association for giving permission for our visit. Upon leaving the orange house the group was given a box of oranges by Mr. Ely. Therefore, in this letter, he was thanked again for the oranges.

The third and fourth grade children were invited by letter to accompany us to the orange house. Four mothers were also invited to accompany us.

Two pages for the Big Book were made about oranges. These stories were written by the children.

Numbers: We counted the children going on the excursion including the third and fourth grade group. We counted play orange trees to make a grove. We put trees in rows of equal number. In putting the irrigation system into the grove, numbers were made on the miniature heads as is seen in the orange groves.

During dramatic play, many opportunities for numbers came up, such as, counting the boxes of oranges picked from the grove, then counting boxes received at the warehouse.

The group used building blocks for constructing an orange warehouse.

What the child is doing in skills, science and art is not the only concern of the teacher. She is also concerned with what he is being and what the experiences in which he engages is doing to him. The study of *The Ranch* acquaints him with the bean grower, gives him a friendly attitude toward him and an appreciation of his contribution to society. The visit to the orange house gave the group a knowledge of the number of people who work in order to put oranges in the stores for people to buy. The children saw and understood how transportation facilities help the rancher. They learned to appreciate the radio service which gives the "Frost Report" for the benefit of the rancher. Many safety rules and practices which should be observed on the ranch and on the highways were developed through dramatizing work on the ranch.

Primary children study irrigation and cultivation of the orange grove

Kathryn Lee, Teacher
Grades 1 and 2, Ocean View School

ART EXPERIENCES IN THE RANCH UNIT

To assure the unit a good send-off, a play set including a barn, house, people and animals had been provided.

Several needs evolved from the play, among which were trucks. Pieces of wood easy-to-handle lengths, and pieces suitable for various parts of trucks had

(Continued on page 12)

Library News

Edited by MABEL R. GILLIS, State Librarian

FRANKLY SPEAKING

By Helen E. Vogleson

Librarian, Los Angeles County Public Library

Recently Helen E. Vogleson, who is a member of the Advisory Board of First District, P. T. A., and of the Advisory Board, Southern California Branch, National Conference on Family Relations, attended a discussion before the First District Congress of Parents and Teachers on the topic "Our Parents in the Future." Considerable emphasis in that discussion was laid on the fact that many persons who become parents have not been prepared for parenthood. Subsequently, Miss Vogleson presented a line of thought on the subject in an article for the *Herald*, the official publication of First District, California Congress of Parents and Teachers. We are privileged here to use the greater part of Miss Vogleson's article and the two book lists which she mentions.

As Judge McKesson (at the Conference mentioned above) remarked: "There are many kinds of parents, good ones, and those who don't want to be bothered." I think many of the latter could be helped to become good parents if the facts of life and the responsibilities of parenthood were presented thoroughly while they, as boys and girls, were in the elementary grades, and certainly before they were past the required age for school attendance.

Perhaps it should not be implied that such instruction is not being given. Nevertheless, it is possible that all teachers are not well prepared to present the subject, and if such is the case, steps to catch up should be taken and courses should be required before any teacher's certificate is either granted or renewed. Teaching this subject in the public schools should assure a proper presentation whether the home responsibility has been fulfilled or neglected, and such a method should also help to cultivate a feeling of dignity about human relationships, as well as a distaste for whispered remarks and the obnoxious statements found in sensational books of fiction.

With years and years of records which prove that the greater part of juvenile waywardness, delinquency, and even adult crime, has been seeded in the home—and especially in those homes where certain knowledge has been lacking or improperly presented—it becomes imperative that the children of today should learn what kind of fathers and mothers the children of tomorrow expect them to be.

Thoughtful librarians, in an effort to make reliable information available, are selecting the best books on the subject of sex education to be placed upon public library shelves where anyone may find them easily, and with no wrong feeling. From time to time, the Los Angeles County Public Library has issued short reading lists on the subject. Two very popular lists were published several years ago in connection with a three-day conference held at the University of California at Los Angeles, and sponsored by the Southern California Branch, National Conference on Family Relations. The lists enjoyed a wide circulation and have recently been revised to include later publications.

The lists are printed herewith for the possible use of teachers, librarians and parents.

RECENT BOOKS ON SEX EDUCATION FOR CHILDREN—YOUNG PEOPLE

Baruch, Mrs. D. W. and Reiss, Oscar
MY BODY AND HOW IT WORKS; A FIRST PHYSIOLOGY. Harper, 9 h ed., 1943
Information on the elementary facts of anatomy, physiology, and health, including sex.

Bell, Mrs. E. S. and Faragoh, Elizabeth
THE NEW BABY. Lippincott, 1938
Photographs and simple text designed to help parents prepare young children for the arrival of another baby, and to answer the question: where do babies come from?

De Schweinitz, Karl
GROWING UP. rev. ed. Macmillan, 1943
Simple statement of the facts of reproduction and birth for boys and girls between the ages of six and twelve.

Ets, N. H.
THE STORY OF A BABY. Viking, 1939
Attractive picture book giving sound information about the growth of a baby from embryo to his first smile. To be read aloud.

Strain, Mrs. F. B.
BEING BORN. Appleton-Century, 1936
Facts about human reproduction clearly told, well illustrated, and suitable in tone for children ten to fifteen to read.

FOR ADOLESCENT BOYS AND GIRLS

Banning, Mrs. Margaret (Culkin)
LETTERS TO SUSAN. Harper, 1936
Such pressing problems as unpopularity, petting, loyalty, and early marriage discussed by modern college girl and her mother.

Bennett, Mrs. M. E.
BUILDING YOUR LIFE. Whittlesey house, 1935
"Adventures in self-discovery and self-direction," including an introductory survey of psychology. Author is Director of Orientation, Pasadena Junior College. Picturesque and amusing comparisons.

Brockman, Mary
WHAT IS SHE LIKE? Scribner, 1936
"Advice for girls of high school age on questions of right habits, manners, speech, health, clothes, relations with other people, and saving and spending."

Bryan, J. S.
FROM FATHER TO SON. Farrar, 1937
In the form of letters and informal talks on choosing a job, money, friendship, mating. . . .

Burkhart, R. A.
FROM FRIENDSHIP TO MARRIAGE . . . Harper, 1937
"A guide to youth in his search for friends and a life mate."

Burnham, H. A.
THE BOY AND HIS DAILY LIVING. Lippincott, 1935
Health, hygiene, etiquette, care and selection of clothes, finances, and an interest in community and family affairs as necessary parts of a full life.

Cassidy, M. A. and Pratt, H. G.
YOUR EXPERIMENT IN LIVING. Reynal, 1939
An interesting and useful book for young people growing into maturity, taking their places in the adult world, getting along with people, adjusting to sexual impulse, looking toward marriage.

Corner, C. W.
ATTAINING MANHOOD. Harper, 1938
ATTAINING WOMANHOOD. Harper, 1939
Stress physiological side of sex development; should be read with Strain's *Love at the Threshold* for a more rounded understanding of emotional problems.

Dickerson, R. E.
GROWING INTO MANHOOD. Association pr., 1935
"The philosophy of sex, physical and emotional changes and the normal growth of the boy and man, are simply stated."

Fedder, Ruth
A GIRL GROWS UP. McGraw-Hill, 1939
Personality problems and other difficulties, common to all young people, treated wisely and frankly by a woman of wide experience.

Federal Security Agency, U. S.
WE GROW UP. Educ. pam. No. 3. 1940
Up to the minute, well illustrated, clearly written booklet explaining life processes from infancy to maturity.

Keliher, A. V.
LIFE AND GROWTH. Appleton-Century, 1938
Frank, authentic account of the whole cycle of birth, growth, and maturity, accurately and impersonally told.

Kunkel, Fritz
WHAT IT MEANS TO GROW UP. Scribner, 1936
Deals with the emotional problems of growing to maturity, and the conflict between the individual and the world about him.

Levine, L. M.
THE WONDER OF LIFE; HOW WE ARE BORN AND GROW UP. Simon & Schuster, 1940
A factual, sensible and readable discussion

of the biological beginnings and development of human beings.

McKown, H. C.
A BOY GROWS UP. Whittlesey, 1940
Handbook for boys, showing them how to get along with one's family and friends, understanding their physical selves and how to acquire skills and hobbies.

McLean, Donald
KNOWING YOURSELF AND OTHERS . . . Holt, 1938
"Mental hygiene for young people," clarifying many of the daily problems which often loom as much larger than they should.

Parker, Mrs. Valena H.
FOR DAUGHTERS AND MOTHERS. Bobbs, 1940
Social hygiene guidebook—sensible and practical.

Stevens, W. O.
THE RIGHT THING. Dodd, 1935
A code of ethics and behavior for older boys and young men, dealing convincingly with such matters as sportsmanship, honesty, sex problems, unselfishness, and self-control.

The Witan—University of Kansas
LIFE BEGINS AT 17. Lawrence, Kan. 1941
A streamlined discussion of the subjects most vital to teen age boys.

MARRIAGE MAPS

A Guide for Those About to Be Married or Already Married

Alsop, G. F.
SHE'S OFF TO MARRIAGE. Vanguard, 1942
Sensible discussion on entertaining, emotional adjustments and mental attitude for young women about to marry.

Appelhoff, Gilbert
YOU CAN BE HAPPILY MARRIED. Macmillan, 1941
The founder of the "modern marriage clinic" charts the course for a successful marriage.

Arden, T. Z.
HANDBOOK FOR HUSBANDS AND WIVES. Assoc. Press, 1941
A scientific viewpoint combined with practical advice on marital relations.

Bigelow, W. F., ed.
THE GOOD HOUSEKEEPING MARRIAGE BOOK. Prentice-Hall, 1938
"Twelve ways to a happy marriage" presented by competent authorities.

Binkley, R. C. and Binkley, F. W.
WHAT IS RIGHT WITH MARRIAGE. Appleton-Century, 1938
A theoretical discussion of marriage and the family with chapters on personal relationships, convention, . . . and children.

Bowman, H. A.
MARRIAGE FOR MODERNS. McGraw-Hill 1942
This book is the result of the author's experiences as instructor on Marriage at Stephens' College.

Burkhart, R. A.
FROM FRIENDSHIP TO MARRIAGE: A GUIDE TO YOUTH IN HIS SEARCH FOR FRIENDS AND A LIFE MATE. Harper, 1938
Discusses psychological and social factors of friendship and marriage.

Ellenwood, J. L.
THERE'S NO PLACE LIKE HOME. Scribner, 1938
The practical aspects of family life such as finances, dictatorship of parents, manners, sex, and morals discussed in 16 chapters.

Folsom, J. K., ed.
PLAN FOR MARRIAGE. Harper, 1938
Excellent advice for those looking forward to a happy marriage by several authorities on married life, parenthood and religion.

Foster, Robert E.
MARRIAGE AND FAMILY RELATIONSHIPS. Macmillan, 1944
A sane wholesome discussion of all phases of marriage as well as general family life.

Groves, E. A.
MARRIAGE. 1939 ed. Holt, 1939
A splendid practical manual on the various problems of marriage. Another book by this authority *Preparation for Marriage* (Greenberg, 1936) introduces discussion on marriage, health and heredity in briefer form.

Groves, E. R.
UNDERSTANDING YOURSELF, THE MENTAL HYGIENE OF PERSONALITY. Greenberg, 1935
Wise counsel on marriage problems, home life and how to make the best of any situation one cannot better. A more technical handbook on marriage by this author is *Sex Fulfillment in Marriage,* (Emerson Books, 1943).

Groves, G. H. and Ross, R. A.
THE MARRIED WOMAN: A PRACTICAL GUIDE TO HAPPY MARRIAGE. Greenberg, 1936
All stages of married life from the first decision until after the menopause are discussed wisely and clearly.

Harris, Edman
TWENTY-ONE. Harper, 1931
Presents problems of personality, growth, sex knowledge, economic security and one's philosophy of life.

Himes, N. E.
YOUR MARRIAGE. Farrar, 1940
"Useful textbook for the convenience of the steadily expanding army of men and women who would listen and learn before and after marriage."

Huntington, Ellsworth
TO-MORROW'S CHILDREN. Wiley, 1936
One of the best books in the field of eugenics, intended for the general public.

Jung, Moses, ed.
MODERN MARRIAGE. Crofts, 1940
A comprehensive, wise, and scientific discussion of all phases of courtship and marriage by an authority.

Nelson, Mrs. Janet (Fowler)
MARRIAGES ARE NOT MADE IN HEAVEN. Woman's Press, 1939
"Down to earth discussion of practical marriage and mating . . . with ideals and romance still in view."

Overton, Mrs. G. S.
LOVE, MARRIAGE AND PARENTHOOD. Harper, 1939
Presents "a full view of the whole of married existence," discusses making a marriage socially sound and other related subjects.

Phelps, W. L.
MARRIAGE. Dutton, 1940
An inspirational essay on various phases of marriage by the late popular Yale professor.

Popenoe P. B.
MARRIAGE BEFORE AND AFTER. Funk, 1943

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New

THE STORY OF LIFE IN AMERICA

By MARY G. KELTY

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UNIT ON RANCH LIFE

(Continued from page 9)

been placed in one section of a well-equipped tool box.

In wood construction, the children were given an opportunity to develop some art skills. These were provided in the accurate sawing of wood, choice of and careful placement of nails, neat assemblage of parts and materials, use of sandpaper and files to acquire roundness and smoothness, choice of correct colors, and neat application of paint to finished piece.

Other opportunities for art expression were provided in the use of clay to mold dishes, furniture and animals. Painting pictures at the easels also furnished a means of self-expression.

In evaluation period, the use of individual trucks was discussed. The desire of one boy to use his flat truck to haul walnuts introduced interest in walnuts.

Primary children construct and use equipment needed for cultivating and marketing walnuts

And so the next dramatic play set-up saw the addition of walnut trees.

Sequential dramatic plays and evaluation discussions led to the construction of a tractor, harrow, disc, water tank, huller, dehydrator, sacks and warehouse.

Prior to construction excursions were made to a ranch and a warehouse to clarify processes of hulling, dehydration, cleaning, grading, weighing, sacking and freighting of walnuts.

Rhythmical activity was experienced in the dramatization of the sequence of the walnut's growth from planting to freighting, and in the imitation of the barnyard animals. Enjoyment was derived from being the pony—the pony trotting and the pony galloping. Aside from the rhythmical satisfaction, muscular coordination was improved in some instances. Another effective means of producing rhythm and successful imitations was found in the use of rhythm instruments. For example, the trot and gallop of the pony was simulated with the wood block or rhythm sticks.

Simple songs were built around various phases of ranch life. Words, tempo, and melody were originated for the following song in 2/4 time:

Shake, shake, shake,
Down come the walnuts.
Drop, drop, drop,
Onto the ground.
Pick, pick, pick,
Big brown walnuts.
Put them all
Into the sack.

Words and rhythm were developed simultaneously by the group. Clapping the hands to the words set the time. Inspiration on the part of one small girl gave the words a simple three-note accompaniment.

The desire for a whole picture of the walnut sequence resulted in "Mr. Brown's Walnut Orchard," a technicolor, sound film produced by the children. Movie pictures were painted on a roll of white wrapping paper. Film roll was fastened to rollers in a simple wood frame. Dialogue and songs by the children covered the "sound" in the film. This pictorial work was satisfying to the children and proved to be a successful culmination of the walnut phase of the unit.

PAULINE FRIEDRICH, Teacher
Grades 1, 2, and 3, Timber School

FRANKLY SPEAKING

(Continued from page 11)

A conservative and yet thoroughly modern discussion of all aspects of the marriage problem, based on years of clinical observation.

Ray, Randolph
MARRIAGE IS A SERIOUS BUSINESS. McGraw-Hill, 1944
Rector of the Little Church Around the Corner gives marital advice gleaned from his years of experience with those about to be married.

Stone, Mrs. H. M. and Stone, Abraham
A MARRIAGE MANUAL. Simon, 1937
Written in question and answer form, the book covers many problems presented by patients anxious to achieve normal happy marriage.

Strain, Mrs. F. B.
LOVE AT THE THRESHOLD. Appleton-Century, 1939
The emotional conflicts which arise from problems of love and marriage discussed with honesty and understanding.

Wayne, T. G. pscud.
MORALS AND MARRIAGE: THE CATHOLIC BACKGROUND TO SEX. Longmans, 1936
One of the most lucid and constructive discussions of marital relations approved by the Catholic Church, with much of value to those of other faiths.

Wood, L. D. and Dickinson, R. L.
HARMONY IN MARRIAGE. Round Table pr., 1939
Advising young couples on marriage and sex, meaning of marriage, physical and spiritual harmony. Excellent for those preparing for marriage.

Wright, Mrs. Helena
SEX FACTOR IN MARRIAGE. Vanguard, 1931
Outstanding for its lucidity, frankness and scientific interpretation of the techniques essential to successful marriage.

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INTRODUCTION TO GLOBAL GEOGRAPHY

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The Lincoln School, Vallejo—old and new. The school in lower section of the photograph, one of California's earliest, was built in 1857. Entirely destroyed by fire in 1894, the school was rebuilt and served until 1939 when it was torn down for construction of the present building, dedicated in 1940.

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April, 1946

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The WESTERN JOURNAL of EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

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Jottings of a Traveling Bookman

By W. M. CULP

As April starts, the trends of educational needs and objectives in the United States are fundamentally alike from coast to coast. Finances, because of budget time, are of more than paramount interest because of rising prices of everything that affects the running of educational institutions. The task of finding money to increase the salary schedule is something confronting practically every department concerned with the finding of funds for the school budget. Increases are general throughout the country, larger in some places than others, but on the whole the aim has been to try to maintain the purchasing power of the individual teacher. Higher taxes on real estate, in many states the sole source of support of public education, is almost out of the question because of governmental frozen limit of return. Consequently, legislators are looking to new forms, such as sales taxes, to carry the load. Those states that do have sales taxes, from which a portion of state aid is given to the various city and rural school districts, find themselves in the best financial condition. States like New York and California, who for years have been committed to the policy of taking money from where it is and of putting it in those districts where the children are, are being held up as examples in those states where such a system is desired by school financing directors.

The ability of educational institutions throughout the country to educate the returned veteran is already taxing the facilities of every college and university in the nation. The case is not being made any easier because of the lack of equipment, teaching force, and housing. What is to be done with this year's high school graduates who are desirous of further education is a dilemma not yet solved by educators. With the GI given preference, it appears at the present moment that tens of thousands of this year's high school graduates will not have a place in which to carry on further study for a couple of years or more. With the freezing of construction of little more than GI homes the rapid expansion of educational institutions does not look too opportune. This lack of space and personnel to care for the high school graduate is not going to aid the juvenile delinquency problem much. Those who are closest in touch with the youth of the land in their late teens are not too happy about the problems that confront them. Whatever the reason might be, there is a definite breakdown of respect for law and order for a much larger proportion of the youth of the land than has been the national average for years. It is not a case of the lack of money alone, because the problem has become a vital one in the better communities and homes and of those in higher income brackets. Whether it is the break-down of home life, the motion picture, the radio program, the automobile, or the further let-down from wartime hysteria, one cannot definitely say. But all of these forces have conditioned many of the youth of the land to ways that are not those of law and order.

The adoption of the single salary schedule for teachers has been advocated for years and is in force in scattered communities throughout the country. On February 27, the Newark, New Jersey, Board of Education adopted such a schedule on the recommendation of its superintendent, Dr. John S. Herron. The resulting program had been under consideration for some time by committees of both the Board of Education and of the Newark City Teachers Association. Its objectives were considered satisfactory but minor adjustments and clarifying interpretations were called for by the teaching forces.

Newark, N. J., is some twelve miles across the harbor from New York City. With a population of around half a million it is one of the most industrialized cities in the New York Metropolitan area. Its schools and public library have for years been in the first ranks of public education in the United States. Its salary schedule for teachers in the higher brackets and for supervisory personnel and principals of elementary, junior and senior high schools has on the whole been higher than that of four or five of the cities west of the Mississippi River.

The old salary schedule for elementary teachers started at $1500 and reached a maximum of $3600 at the end of 18 years. The old high school schedule started at $2200 and reached the maximum of $4600 at the end of 15 years. The new single salary schedule for both elementary and high school teachers starts at $1800 and reaches $4800, with maximum educational credits at the 21st year. The rate of increase and adjustments for additional educational preparations are as follows (numbers indicated years): 1. $1800, beginning salary for all teachers, effective July 1, 1946; 2—$2,000, 3—$2100, 4—$2200, 5—$2300, and the point from which teachers are eligible for recognition of educational equivalents or advanced degrees, 6—$2400. Teachers with a master's degree or its equivalent shall be granted one additional step on the schedule, 7—$2500. Teachers with a master's degree plus 32 credits shall be granted a second additional step on the schedule, provided that no teacher shall receive more than one step-up for degrees in any one year: 8—$2600, 9—$2700, 10—$2800, 11—$3000, 12—$3200, 13—$3400, 14—$3600, 15—$3800, 16—$3800, 17—$4000, Group I—Maximum Bachelor's degree or less, 18—$4200, 19—$4400, Group II—Maximum Master's de-

gree, 20—$4600, 21—$4800, Group III —Maximum 6 years training. It was also provided that all central office supervisory staff, except those who have attained the present maximum prior to July 1, 1946, shall meet the six-year standard of professional preparation for the attainment of the extended salary maximum. The classifications covered by this regulation include assistant superintendents, directors, supervisors, and assistant supervisors, and are to apply to principals, vice principals, head teachers, and chairman of high school departments.

All new entrants after September 1, 1946, must possess a bachelor's degree. Recognition for training beyond the bachelor's degree will be given only after the teacher has passed the fifth step on the Single Salary Schedule K. All assistant superintendents are to be given an immediate increment of $250 retroactive to July 1, 1945, and an additional $250 increment adjustment effective July 1, 1946. The maximum for this group is extended to $10,500, attainable by one $500 step beyond the current maximum of $10,000. The maximum of principals and directors and the head of Child Guidance is to be extended by one step of $500. Such personnel now on maximum are to be extended by two steps of $250 each. The first to apply with the current year and the second to become effective July 1, 1946. Personnel in the salary groups entitled to a $500 increment on their present salary schedules are to receive an immediate increment of $250. For following years, such present personnel will be thrown off schedule but are to receive the regular increment of $500 beyond the current year's adjusted salary until they eventually fall within the steps of the extended salary maximums. For example, an elementary principal now receiving $5,500 is to be given an immediate increment of $250. His adjusted salary becomes $5,750. For the following years his salary will be: 1946-47—$6,250; 1947-48—$6,750; 1948-49—$7,250; 1949-50—$7,500. Elementary principals and directors at maximum are to receive $7,250 for the current year; junior high school principals, $7,750; and senior high school principals, $8,250. Next year these respective maximums are to be extended to $7,500, $8,000, and $8,500. Supervisors are to be extended from $5,000 to $6,300; senior high school vice-principals from $5,100 to $5,600; junior high school vice-principals from $4,700 to $5,200, and elementary vice-prinicipals from $4,500 to $5,000.

* * *

The motion picture as a teaching device has yet to reach its maximum efficiency in the regular classroom. With the purported advent of television in the not too distant future the expansion of visual education in the elementary and secondary schools has almost boundless limits. The use of film in the training of armed forces to get specific objectives across has been more than a success. To achieve the same ends for specific public school teaching objectives one hundred thousand dollars has been appropriated by the Motion Picture Producers and Distributors Association of America for the production of seven films designed to serve as models for greatly improved visual education methods throughout the school system. The work is under the direction of Eric Johnston, president of the association. The seven subjects have not been selected as yet but one film is expected to be ready for distribution by fall. responsibility for production of the seven films, the scripts for which will have been approved by the Commission on Education, will be intrusted to Arthur Mayer, film consultant to the Secretary of War, partner in the distributing firm of Mayer-Burstyn and operator of the Rialto Theater, Broadway and 42nd street, New York City.

The films are to be produced as a public service and are to be available to commercial makers of educational films who may wish to take advantage of the techniques developed. The samples, distributed at nominal fees on a non-profit basis, will be handled by Teaching Films Custodians, an auxiliary of Motion Pictures Association, which now serves 423 libraries. Dr. Mark A. May, director of the Institute of Human Relations, Yale University, who has conferred with Mr. Johnston on the new project, says the new films will attempt to remedy three defects often charged against educational films—that they are overcrowded with subject matter, dull and too much like illustrated lectures. The sum of $50,000 has been appropriated by the film industry to study and correct these defects under the direction of Gardner Hart at Yale. It is planned to produce the new films at reasonable costs to commercial makers without involving elaborate costumes or skilled actors, and they are intended to be educationally effective.

The Washington, D. C., District Budget for 1947 is $81,500,000. Of this sum $19,500,000 is for the running of the public schools of the District. This sum was reached after the Commissioners had cut $2,400,000 from school officials' requests. The cuts were protested by Dr. Garnet C. Wilkinson, first assistant superintendent of schools, who stated that the double shifts which now must be operated in some of the colored schools places an added strain on the teachers as well as a hardship on the pupils. The budget Bureau had cut some of the School Board requests for colored teachers. The cuts, school officials asserted, left numerous problems of overcrowding and understaffing. The budget did provide $3,790,000 for school building projects, including seven new schools, additions for two, the remodeling of one, and funds for plans for three others. In addition there is to be nearly $300,000 for land purchases.

* * *

The New York State Legislature has appropriated $100,000, and a bill has been signed by Governor Thomas E. Dewey which creates a temporary State commission to investigate the need of a State university and to evaluate the facilities for higher education in the State of New York. This question was the cause of a long and bitter fight in the legislature. The Democrats had demanded immediate action for the establishment of such a University and had a bill in, appropriating $50,000,000 for the start of such an institution. The Republican stand was that it was folly to commit the State to such a vast expenditure without first having complete information concerning the educational facilities of the State and the need of a State-supported and controlled institution of learning. The bill provides for a commission of sixteen members to be appointed by the Governor, two Senators, and three Assemblymen to study the need for a State university, including professional and graduate schools, and to report to the Governor and Legislature on or before February 15, 1947. Governor Dewey declared this bill will permit the appointment of persons distinguished in the field of education and of public representatives free from partisanship to examine the questions involved.

Western School News

Edited by MORRIS WAGNER

ANNUAL CONFERENCE OF SUPERVISORS ASSOCIATION

The annual conference of the California School Supervisors Association and the Association of Supervisors of Child Welfare and Attendance, called by the State Superintendent of Public Instruction, Roy E. Simpson, was held in Santa Cruz, February 24-27. Approximately 600 people were in attendance, with about 500 registered members. This was a large convention for Santa Cruz, which has not yet recovered from wartime crowded conditions, and much credit goes to the Santa Cruz city and county school people for their success in getting members located.

Mrs. Maude G. Byer, supervisor of music for the county schools, was chairman of local arrangements and of the music committee. Among those helping her on the committee were Edith E. Fikes, Santa Cruz County superintendent, Homer Cornick, Santa Cruz city superintendent, Mrs. Elmarie H. Dyke, general supervisor of instruction, Monterey County, and others. Miss Mina Lee, coordinator of curriculum and general supervisor of Santa Cruz County, was in charge of exhibits. Ample room and desirable space was provided for the forty or more exhibits and the forty-five representatives.

The Conference opened Sunday evening at eight o'clock, with a large attendance. Miss Helen Heffernan, Chief of the Division of Elementary Education, presided and introduced Superintendent Simpson who was making his first appearance as state superintendent before this group. Mr. Simpson stated that though it was his first appearance he felt very much at home in addressing the group from the Santa Cruz platform where he had spoken many times before as superintendent of Santa Cruz city schools, preceding Homer Cornick. The theme of Superintendent Simpson's short talk in greeting the supervisors was America's spiritual heritage. He read from the Sermon on the Mount and emphasized the basic need for the recognition of the importance of spiritual values in today's world.

Mrs. J. J. Garland, president of the California Congress of Parents and Teachers, discussed briefly the work of the Congress, stating that the membership had passed the half million mark. She made the interesting observation that no profession unless possibly it is baseball, receives the unsolicited advice which public education does. Another interesting point she emphasized in connection with education and democracy was that we must have a clear reasoned conviction of its superiority as a form of government.

Corinne Seeds, president of the Supervisors Association and principal of the University Elementary School at Los Angeles, was the last speaker to greet the supervisors, preceding the main speaker of the evening. Discussion of the atomic bomb was at its height at the time of the supervisor's conference, and all educators had gained an active awareness of the necessity and vital importance of education for cooperation, if the world is to survive in the coming atomic age. Miss Seeds developed the story of scientific growth and prophecy and our arrival at this atomic age and its terrors, emphasizing the importance of understanding and cooperation through education. She brought to our attention the comforting anecdote related in Browning's poem, *Fust and His Friends,* in which Fust's dejection over his discovery of the possibilities of movable type provides an interesting parallel to present-day concern over the atomic bomb. Fust meditated, "Through me, does Print furnish Truth wings? The same aids cause Falsehood to range just as widely." Thus the man who discovered movable type foresaw how printing would be used eventually to spread malicious propaganda as well as knowledge. While it is true that Fust's fears concerning propaganda have been confirmed, his discovery of movable type also has been the chief instrument of education, which is today's only hope for world cooperation. Only through education can human beings learn to put nuclear energy to use for the betterment of mankind.

Miss Seeds stated, "This is the problem that we, as supervisors, face with certainty at this Conference. Under inspired leadership in education, human beings can learn to live together cooperatively and to create a civilization the like of which has only been glimpsed. The goal is more clearly defined—let us in the days to follow discuss the ways of making the brotherhood of man a reality."

George V. Sheviakov, Reasearch Assistant, Institute of Child Welfare, University of California, was the principal speaker of the evening. Speaking on "The Dynamics of Leadership," he presented an excellent and helpful discussion of leadership, and of how the general qualities apply to supervision. He stated that "consultants," however, would in his opinion be a better term to use than "supervisors."

Corinne Seeds, presided over the general session Monday morning. Homer H. Cornick, Edith E. Fikes, and Senator H. R. Judah extended greetings to the group. A film from the Office of War Information, under the title of "A Better Tomorrow" was shown. The panel discussion following this was conducted by Helen Heffernan. Members of the panel included Fred C. Beyer, Secondary Coordinator, Stanislaus County, Edward S. Esser, Coordinator, Intermediate and Upper Grades, Stockton, Elmer H. Staffelbach, Head, Department of Education, San Jose State College, and A. M. Wedemeyer, Director of Art, San Francisco public schools.

One of the most important meetings was a luncheon session in which the American Association on Mental Deficiency, Pacific States Region, met in cooperation with the California Association of Supervisors of Child Welfare and Attendance. Mrs. Lillian B. Hill, Chief, Bureau of Mental Hygiene, State Department of Education, and Chairman of the Pacific States Region of the American Association on Mental Deficiency presided as chairman, Clare Wright Thompson, of the Langley Porter Clinic, San Francisco, spoke on "The Mentally Deficient, A Community Problem." Helen Heffernan discussed "The Mentally Deficient, A School Problem." "Proposed Legislation for the Care of the Mentally Deficient" was the subject of Fred O. Butler, Medical Director of the Sonoma State Home.

The officers of the Supervisors Association remain the same with the exception of the Secretary-Treasurer, who is now Miss Grace Adams, Supervisor of Elementary Education in Los Angeles County. Those remaining in office are Corinne A. Seeds, President, Elga Shearer, First Vice-President, Philoma Goldsworthy, Second Vice-President, and Grace Adams, Secretary-Treasurer.

Section meetings were devoted to the techniques in special fields. Mrs. Louise L. Wickersham presided over one of these meetings with the theme "How the supervisor helps the teacher to an increased understanding of the significance of the social studies and the techniques essential to effective teaching." The presentation at this meeting was "The Social Studies in a Democratic Society" by John U. Michaelis, Associate Professor of Education, University of California, Berkeley. Among those conducting the "Symposium on Techniques" which followed were Mrs. Ruth Edmands, General Supervisor of Instruction, Colusa County, speaking on "Guiding the Teacher in the Effective Initiation of a Social Studies Unit," and Martha T. Farnum, Instructional Coordinator of Elementary Schools, San Diego Public Schools, speaking on "Guiding the Teacher in the Use of Problem-Solving Techniques."

The final session was presided over by Elga M. Shearer, First Vice President of the Supervisors Association. This final meeting was a series of presentations by members of the State Department of Education. Roy E. Simpson, Superintendent of Public Instruction, addressed the supervisors on "Major Issues Confronting Education in California," Buel F. Enyeart, Chief, Division of Readjustment Education, spoke on the very vital topic, "The Program for Veterans' Education." The closing address of the Conference was given by Helen Heffernan, Chief, Division of Elementary Education, on "Evaluation of Supervisory Service."

THE
HARR WAGNER PUBLISHING COMPANY

takes pleasure in announcing that

MR. DONALD E. SKINNER

former bookman well known to California school people, has joined the company in the capacity of Vice President in charge of sales.

Mr. Skinner will personally represent the company in California north of Los Angeles and in other states as needed.

SAN FRANCISCO • CALIFORNIA

D. C. Heath and Company announce the appointment of Mr. Trevor K. Serviss as head of their Elementary Editorial Department to carry out the Company's plans for a wide extension of their whole Elementary School List. Mr. Serviss has recently been released from active duty with the Navy, where he served with the rank of Lieutenant Commander, having administrative and supervisory control of instructors in nearly all types of naval schools, which also involved the preparation of a Manual for Navy Instructors and other instructional bulletins. Before entering the service he was Assistant Civilian Director of a Naval School in Chicago under Dr. A. J. Bartky, President of Chicago Teachers' College, organizing and administering a school of over 11,000 students and 600 teachers.

Mr. Serviss has taught all age groups from first grade children to graduate students, including the teaching of English to foreign-born adults while he was a resident of Hull House under the direction of Jane Addams. Mr. Serviss has done graduate work at both the University of Chicago and Northwestern University. At the latter he was assistant to Dr. Paul Witty in the Psycho-Educational Clinic.

A New Junior College is to be created to serve Pomona City High School District, the Bonita Union High School District, the Covina Union High School District, and the Puente Union High School District. The new junior College is expected to open next fall though probably in temporary quarters. Negotiations are now being conducted for securing such temporary quarters. No permanent site for the institution has as yet been selected, but it has been agreed that it will be situated somewhere west of Pomona and outside the city. When the new college is established, the present Pomona Junior College will go out of existence and the plant will be used for Pomona High School, comprising grades 10, 11, and 12.

The new institution will function under a separate board of trustees, which has already been appointed. The Pomona City Board of Education will have no direct tie with this Board. Each of the four component districts is represented on this Board, with Mr. A. L. Hickson of Pomona as chairman. The assessed valuation of the new district will be over $45,000,000. It is planned that a standard junior college course of study will be offered. Carl H. Lorbeer, president of the Pomona Board of Education was largely instrumental in furthering this new project.

Lincoln Elementary School, Sacramento, always has an interesting nationality report. Here is the percentile: Mexican, 32 per cent; Chinese, 20; colored, 20; Japanese, 10; Anglo Saxon, 5.15; Portuguese, 3.73; Indians, 1.04, and the following a fractional of a per cent—Italian, Filipino, Spanish, Indian-Anglo Saxon, Mexican-Chinese, Greek, Serbian, Portuguese-Mexican, Italian-Portuguese, German-Italian, Filipino-American, Korean, Gypsy, French-Mexican-Indian, Hawaiian, Italian-Anglo Saxon, Slovenian, Irish-Portuguese, Portuguese-Hawaiian, French-Indian, and Philippine-Indian.

Kern County Union High School District uses forty-three buses to transport nearly 2700 students some 1800 miles daily.

LINCOLN SCHOOL, VALLEJO, OLD AND NEW

By Jack H. Werchick

Lincoln School, situated on a hill in Vallejo, facing the great Mare Island Navy Yard across the Mare Island Channel, was one of the first schools to be organized in the State of California.

The first school in Vallejo was started in 1855 by the Methodist Church. As the enrollment increased beyond the capacity of the building, a mass meeting was called in 1857 to plan for the building of a public school. The proposition met with favor and funds were quickly subscribed. Three lots were procured at the corner of Carolina and Sonoma Streets, the site of present building, and the first school, the Lincoln School, was completed near the close of 1857. James Newbert was contractor and builder of this first school. The building was about 40 ft. square. Early teachers were Mr. C. L. Farmer and Mr. A. Mason.

In 1864, the school enrollment had increased so that it was necessary to add a new room. The school was ungraded and had about 70 pupils. Records show that during the next 6 to 8 years, it was difficult to find seating room and taxes were levied to enlarge the building. In 1867, there were 5 rooms, each caring for from 100 to 125 pupils, who sat on platforms, boxes, stools, or whatever could be found.

In 1870, the Board of Education consisted of a superintendent of schools and four directors for the first time.

On July 20, 1894, the Lincoln school building was entirely destroyed by fire. The building which replaced the first structure was a two-story frame structure of rustic style, with dormer windows in a Mansard roof—two wings set back from each end about 8 feet, and with two main entrances. The wings were surmounted by small observatories. In the front, the center building rose to a higher elevation and the turrets appeared as ventilators. The size of the ground floor, in the main building, was 48 x 68 feet. The ells were 8 feet wide.

The second Lincoln School building was torn down in 1939, and the present building was dedicated on February 12, 1940.

Each year the Parent-Teacher Association of the Lincoln School sponsors an Old-Timers Reunion for the former students of Lincoln School. During the last re-union, held in December, 1945, the prize awarded to the person who attended the school first was won by Mr. Fred Walters, who entered the first Lincoln School in 1860.

Jack H. Werchick, present principal of the Lincoln School, Vallejo, graduated from San Francisco State College in 1938. He did post graduate work at the University of California at Los Angeles in 1938, at the University of California at Berkeley in 1939-1944, and at the University of California Extension in 1945. Mr. Werchick has specialized in Teaching Methods and Administration with special emphasis on Arithmetic and Reading. He holds a certificate in the teaching of handwriting. The credentials he holds are general elementary-junior high, special secondary in speech, and administrative. Mr. Werchick worked as playground director for the city of San Francisco while in college and served as volunteer leader in youth activities in Boy Scouts, "Y" work, and Boys' Clubs.

Mr. Werchick began his teaching career at the Lincoln School in 1938 and went to the Vallejo Junior High School in 1940. In 1942 he assumed principalship of the Lincoln School and taught in the Vallejo Evening School for one year. He is at present director also of the Lincoln Extended Day Care Service and of the Lincoln School Nursery School.

During the war Mr. Werchick served as co-ordinator of the school salvage program, and as publicity director of the Vallejo Salvage Committee, bringing hundreds of tons of vital salvage materials into the war effort, and at the same time bringing funds to individual schools for the purchase of audio-visual aids, playground equipment, etc. He was chairman of the city-wide committee against juvenile delinquency in 1944 and chairman of the Vallejo Committee on Interracial Affairs in 1945. Mr. Werchick is now chairman of the District Advancement Committee for the Vallejo Boy Scouts, a sponsor of the Campfire Girls group and committeeman on the Lincoln School Cub Pack. During the past four years Mr. Werchick has spoken before 124 organizations on such subjects as "The Dumbarton Oaks Plan," "The United Nations Conference," "The Bretton Woods Agreement," "Juvenile Delinquency," "Education in the Atomic Age," "Current Legislation and How it Affects you," "The Proposal to Establish a Joint-Recreation District," and "School Bonds."

Since the beginning of its service, Lincoln School has had an illustrious record of educational achievement. The fundamental tools of learning—reading, writing and arithmetic—have always received the most careful emphasis of the teachers and principals within a well-rounded school program. The particular needs and abilities of each child form the basis of the planning of the teacher, so that every child gets as much as he possibly can out of the first six grades before he is finally sent to Junior High School. The interests in the tool subjects arise from their integration and correlation with the other phases of elementary education—social sciences, art, music, health, and wholesome social living.

This system and program is in direct contrast to the older method of keeping a child in one grade until he can reach a certain high percentage and thus increasing the number of youths who quit school. In the Lincoln School children enjoy the confidence and security that is necessary to a sound development into good citizens. Children who cannot advance in their fundamentals beyond a certain point are permitted to associate with other boys and girls their own age and size and at least have a chance to learn how to get along with others. When they get too mature or too large for the elementary grades, they are sent to Junior High with the recommendation that their occupational training be started as soon as possible.

Lincoln School has for many years supported all teachers organizations 100 per cent. Its present principal, Jack Werchick, served the teachers of Vallejo and the bay area as one of the delegates to the Bay Section Council of the California Teachers Association for two years.

The philosophy which underlies the educational plan followed at Lincoln School is based on a belief in, and the practice of democracy, applying to pupils and teachers alike. Every teacher is aided in providing the best type of educational situation to help each child to grow, mentally, morally, and physically to the maximum of his ability. This is done through a carefully planned program of supervision and counseling. The physical development and mental preparedness of the child determine the type and quantity of academic work he performs, and when.

Children who enter school unprepared to begin reading or number work, and who are forced into such a program merely create problems of lack of interest, adjustment, and success, and develop bad learning habits and a distaste for school. Some learn faster than others, and this difference is recognized in the planning and programming at Lincoln School.

The entire educational program is pointed at guiding little citizens on the road to be capable big citizens. Democratic government begins in the first grade, where a class president is elected to serve his classmates, just as his older schoolmates do and just as the whole student body does. The school student body officers are the duly elected representatives of all the boys and girls. The student body council includes all student body officers, each class president, the captains of the boys' and the girls' traffic squads, the chairman of the school Red Cross council—which has a year-round program of activities in the school, the Victory Stamp and Bond chairman, and the editor of the school paper, the *Lincoln Sentinel.*

The student body holds weekly assemblies at which their president presides and at which time a regular parliamentary meeting is conducted. Also, at this assembly, each class has an opportunity to show some of the interesting work it has done during the week, either through dramatization, verse choir, singing groups, reports, etc. In this way, all pupils—not only superior ones—get a chance to present their achievements.

This practice of democracy is reflected in the attitudes and achievements of the boys and girls—in school and out. Self-government in practice in school is the best way of preparing for self-government in society.

A complete program of health and nutrition is carefully followed, under the direction of the School Health Department, to the best advantage of every child. Parent information and education is effected through home visitation by teachers and through P. T. A. programs covering the salient points of child development and education.

Community service is evident in Lincoln School in the activities which are presented in its auditorium and classrooms after school hours. These include a Cub Pack, a Boy Scout Troop, a group of Camp Fire Girls, An Adult Folk Dancing Class, a Community Choral Society, and a Community Symphony Orchestra.

SCOTT FORESMAN COMPLETES 50 YEARS OF PUBLISHING

Scott, Foresman and Company this year completes fifty years of schoolbook publishing in which millions of Scott, Foresman books have done their ample share to educate children all over the world. The interesting story of the Company's history is told in *School Briefs,* service bulletin published by the Company for school executives.

It was on February 13, 1896, that Scott, Foresman and Company was incorporated, having as its founders Erastus Howard Scott, who died in 1928, W. C. Foresman, now retired, and H. A. Foresman, who, as Chairman of the Board, continues to head the organization. In the beginning the firm was best known for its few but successful high school Latin and English publications. Now, at the end of its first fifty years, it publishes a list of nearly one thousand titles for elementary schools, high schools, and colleges. In addition to a large Public Schools Department there is a College Department and a Catholic Schools Department.

E. H. Scott

H. A. Foresman

R. C. McNamara

Scott, Foresman and Company's twelve year reading program, the Life-Reading Service, has been called the most comprehensive textbook enterprise of all time. Among their other integrated long-range educational programs are science and arithmetic programs for grades 1 through 9, and a social-studies program for grades 1 through 6.

The history of the Company in the past half century can be told only in terms of publishing ideas which have influenced educational progress and brought about many improvements in American textbooks in general. Three main factors contributed to the Company's growth in developing a progressive publishing program. First, they pioneered in new ideas. Each book represented something different, original thinking to meet a recognized but unfilled need in the schools. Second, they worked out a plan of publishing through which they have become known as builders of educational *programs.* And third, they lavished editorial care on every book they published. It was the vision of the founding president, E. H. Scott, fifty years ago that a publishing firm devoted solely to the production of school texts might win recognition as something more than a commercial corporation engaged in the pursuit of profits. If guided by a wise editorial philosophy, it might seek, and ultimately secure, an established position as silent partner and collaborator with the great teaching profession in the challenging enterprise of educating American youth.

This conception of Mr. Scott's has become the creed of every editor on the Scott, Foresman staff down to the present day. Mr. G. W. Kelly, Editor in Chief of Scott, Foresman for the past thirty-six years, writes in *School Briefs,* discussing "A Textbook Editor's Creed," "Thirty million young Americans in our schools and colleges are now engaged in the business of becoming educated citizens. Perhaps a million teachers are guiding them in this formative period of their lives. And textbooks—particularly basic textbooks — are among the major tools of learning that influence the effectiveness of this vital process. How many of these thirty million will find their struggle for education truly rewarding? How many at the end of their formal schooling will have gained insights and understandings, developed enlightened attitudes and useful skills, acquired even a modest store of knowledge? Every school man knows that today far too many of these millions grow discouraged because the processes of learning overtax their powers of understanding or fail to enlist their interest. Reducing the numbers of these frustrated millions is a challenge to all teachers, all

authors of school texts, and all educational editors. And textbooks can play a part . . . How can authors and editors achieve such texts?"

Scott, Foresman today is still guided by the editorial creed of Mr. E. H. Scott, born of a vision fifty years ago. The aim of the company from the very beginning has been to publish books built on ideas designed to meet some recognized teaching need. So consistently has this policy been followed that today educational contributions like the unit plan, reading-readiness books, pre-primers, are taken for granted. But they were originally only a few of the Scott, Foresman *firsts*. There were many other such firsts. There were the high school Literature and Life books which were the first texts to put the college entrance classics plus contemporary writings into a single volume for each high-school year. There were the standard service arithmetics which were the first "big books," each designed from the outset for a single grade and featuring the expanded treatment of topics—first, too, were the standardized testing materials included for use throughout the year. Firsts came fast in the early thirties. The Elson Readers under Dr. William S. Gray's direction were revised with the first scientific vocabulary-control plan. Then came the first reading-to-learn book of the Curriculum Foundation Series, Number Stories, Book One, first first-grade number book with no computation. This was followed soon by primary books for health, science, and social studies, all correlated in vocabulary with the Elson-Gray Basic Readers.

In 1935 the Company brought out Dr. E. L. Thorndike's *Thorndike-Century Junior Dictionary,* the first dictionary ever made from scratch for use and understanding by children. Much discussed in 1943 was an important first in first-grade science—the picture-method science book, *Look and Learn.* Here, for the first time, through the medium of carefully planned pictures, was core material for a beginning program in science which all the children in the class could use, enjoy, talk about, learn from—regardless of their particular progress in reading. And the latest first of the the Company, marking the end of the first half-century is the *Thorndike-Century Beginning Dictionary,* first school dictionary to contain within itself a systematic program for teaching children how to use a dictionary.

Donald Duck admits it!

"Why . . . ***these books are wonderful! . . . They're all about me!"***

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"Of course there's something about Mickey and Minnie Mouse and Pluto, too, but I notice that the children laugh the hardest reading about me. They seem to think that some of the tight scrapes I've been in are pretty funny—the time in Paraguay when I misunderstood my Spanish guide and tried to wade Iguazu Falls*—and when the trailer got stuck in the middle of the giant Sequoia in Yosemite*—but I can tell you it was no joke to me . . ."

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*Donald refers to the newest books: *Donald Duck Sees South America* and *Mickey Sees the U. S. A*

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Mr. H. A. Foresman, one of the founders of the Company, and Chairman of the Board today, is the only person who can claim the distinction of having been with the Company for fifty years. When asked what he considered the most important decision the company ever made in the building of the business, he explained that it was when it decided to branch out from the high-school field into the grade-school field and to make Elson Readers.

For forty-eight years the Company has occupied its present quarters at 623 South Wabash Avenue, Chicago, where it has spread slowly from one fourth of a floor in the beginning to five complete floors today. Some time soon the home office will move into an eleven-story building purchased in 1941 on the near north side of the city. But the Scott, Foresman family, admittedly a sentimental kind of business family, is glad to be celebrating its fiftieth anniversary at the old homestead.

THE ANNUAL SEMINAR on Developmental Reading will be conducted by the Reading Clinic Staff, Department of Psychology, Temple University, from June 24 to 28, inclusive. Lectures, demonstrations, and discussions will be used to develop the central theme: *Differentiated Developmental Reading.* Topics for the five successive days are: Appraisal and Development of Reading Readiness at All School Levels, Goals of Reading Instruction and the Discovery of Reading Levels and Specific Needs, Recreational Reading, Development of Basic Reading Skills Required for the Reading of Current Events and Content Subjects, Procedures for Differentiating Instruction within the Classroom. Sectional meetings are scheduled for elementary teachers, secondary teachers, school psychologists, remedial teachers, and speech teachers. Special meetings are sponsored by national organizations including the Association for Childhood Education, American Speech Correction Association, Department of Elementary School Principals, and Department of Supervision and Curriculum Development. Leading authorities in the field of reading will lecture, conduct seminars, and provide demonstrations.

Enrollment is limited by advanced registration, which must be verified before June 12, 1946. For copies of the program and other information regarding this one-week Institute, write to Dr. Emmett Albert Betts, Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARIES AND AUDIO-VISUAL MATERIAL

Audio-visual material has been prominently featured on the programs of the districts of the California Library Association so far this spring. At the joint meeting of the Golden Empire and the Mount Shasta Districts held at Richardson Springs, March 9 and 10, radio drama, story records, and a library film were some of the features of the meeting.

Francis Frater, Educational Director of McClatchy Broadcasting Corporation, gave an excellent talk on the writers of radio drama, their accomplishments and their problems, and read selections from their best productions as well as from their own statements in regard to the difficulties of a drama writer for radio. It was evident that she gave to her listeners a greater understanding of radio production. Miss Frater has a beautiful reading voice which brought great pleasure to her audience.

Stories on Phonograph Records

Children's rooms in libraries have been experimenting with stories on records. They can thus bring to the children stories told by experts in the field, which seems to many children's librarians much more desirable than story-telling by amateurs in person. The stories demonstrated at the meeting were well known ones such as The Sleeping Beauty, expertly told by Mrs. Gudrun Thorne-Thomsen.

The Public Library in Rochester, New York, has made a film called "Not By Books Alone," which depicts the various services of the Rochester Public Library. This film was shown to the librarians who were meeting at Richardson Springs and they were very favorably impressed by this successful effort of a public library to explain its services in a visual way. This is a two-reel color film and has evidently been produced with great technical skill.

When the Golden Gate District met at the University of California, March 16, interest there also centered largely around audio-visual material.

Educational Films in Libraries

The use of educational films was reported on by Coit Coolidge, Librarian of the Richmond Public Library. That library has been experimenting with film service since November 1, 1945. The Board of Library Trustees at that time authorized the expenditure of up to $200 in book money for the rental of educational films. In the beginning the library used a borrowed projector, made available by the Richmond Recreation Department. However, in January, 1946, this machine was no longer available to the library and the Library Board voted to purchase a Model 40 used Victor 16 mm. sound projector, which happened to be available. The cost of projector, screen, spare reels, extra lamps, and other supplies was $326. Although Richmond bought a used projector because one was needed immediately, the librarian advises buying new equipment if possible. His estimate is that a satisfactory projector and screen can be had for less than $500.

Richmond was fortunate in having the assistance on their film service experiment of Charles Stone of the Y. M. C. A., Stewart Thompson, the Director of the Visual Education Department of the Richmond City Schools, and Samuel Jagard, a professional operator for one of the theatres in town, who makes a hobby of 16 mm. film.

Richmond Library Plan

The library's plan is to offer educational films free to interested groups meeting within the city limits. The library assists in arranging the program and keeps a list of qualified amateur operators, who must qualify at the library before equipment is issued. Films are selected from catalogs and rented by telephone from the University of California Extension Division, Department of Visual Instruction, Berkeley, and the Y. M. C. A. Film Bureau, 351 Turk Street, San Francisco. The library, of course, lends films for programs where no admission is charged and where all arrangements are on a volunteer basis. Where groups have their own projectors, films only are loaned. In other cases, the library lends its own projector and assists in finding a qualified operator and in scheduling the program.

Mr. Coolidge reported that their best operator is a Junior High School boy trained in the Y. M. C. A. and later in the Junior High School. The boys are not on the library payroll but sometimes the groups give them a small amount of money for the time spent in running the films. The Junior High School boy who is the best operator and has run about three-fourths of the library's programs is now employed by the library twice a week to clean and test the equipment.

In four and a half months the library has shown 93 reels to twenty different organizations in thirty-eight performances. The cost was $115 in film rentals and phone calls; 1,975 people have seen the films.

In Richmond one person has handled the film program and it has been less than a one-fourth time job. As a result of these programs many group leaders, who had never before used the library services, have come to the library and have become friends of the library.

Mr. Coolidge brought out not only the advantages of educational film programs but also the difficulties, which seem to be mainly in the handling of the projector and the films themselves.

"It's All Yours"

A film in regard to reading for teenagers followed Mr. Coolidge's talk. Miss Natalie Mayo, Head Children's Librarian of the San Francisco Public Library, showed the film, "It's All Yours," with Ralph Bellamy as the narrator. All phases of reading for children were shown in the film and the results of reading were attractively explained. Miss Mayo in her introductory remarks called attention to a very good list, "Read Today . . . Star Tomorrow," compiled by Mary Gould Davis of the Saturday Review of Literature. The list was issued by Pocket Books, Inc., and can be secured for use by libraries in connection with their teenage groups.

A film to explain the use of the University of California Library was introduced by Mrs. Carolyn Hale, Head of the Reserve Book Room. This film has been sucessfully used as an orientation film for students entering the university for the first time. If all freshmen could have an opportunity to see this, it would surely make the approach to library service at the University much simpler for them.

In addition to the use of audio-visual material the California Library Association is interested this year in intercultural relations and recruiting for librarianship. At the dinner meeting at Richardson Springs, Dr. Ruth Thomas of the Chico High School gave an ex-

cellent talk on inter-cultural relations in the western hemisphere, and drew freely on her experiences with the Mexican Nationals who worked in and around Chico last summer. Dr. Thomas has made frequent trips throughout Latin America and spoke feelingly from a rich experience.

Recruiting for Librarianship

The subject of recruiting was well covered at Berkeley by Dr. Marion Brown, Coordinator, Department of Occupational Adjustment, Oakland Public Schools. Dr. Brown's topic was "Interesting High School Girls in Librarianship," and she made very clear the points which counselors must consider in advising high school students regarding their future.

Another speaker at Berkeley was Mrs. Walter J. Knox, Trustee of the Oakland Public Library, who has been directing a radio program for the Oakland Public Library for the past several months. Mrs. Knox is a strong believer in library publicity by way of the radio and gave practical examples of successful methods as well as the difficulties of radio program planning.

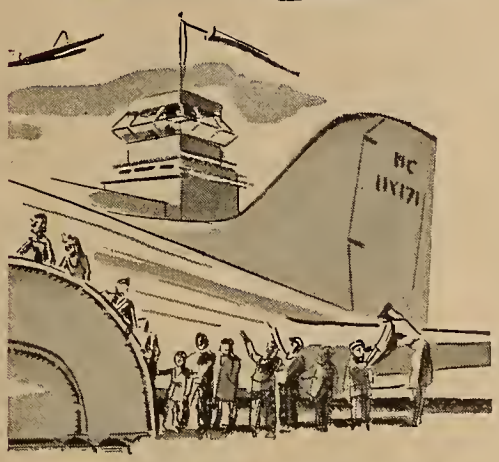
Both library district meetings so far have been fortunate enough to have present the State President of the California Library Association, Eleanor Wilson, Librarian of the Kern County Library. Miss Wilson spoke briefly at both meetings. At Richardson Springs, the librarians were welcomed by the Mount Shasta District President, Mrs. Dorothy Carnie, Librarian of the Siskiyou County Library, Yreka, and the Golden Empire District President, Albert C. Lake, Librarian of the Sacramento County Library. Greetings were given by State Librarian Mabel Gillis at both gatherings and Donald Coney, Librarian of the University of California, gave greetings also at the meeting at Berkeley, where Mrs. Dorothy F. Roberts, Alameda County Librarian, presided. A delightful feature of the Richardson Springs meeting was the dinner entertainment by an excellent a cappella group from the Chico High School directed by Oswald V. Hauschildt. Beautiful spring floral arrangements at both meetings were also a most pleasing attraction.

Library Radio Programs

The Kern County Library is presenting a series of quiz programs over the radio. Questions are prepared by the Library. Someone from the Library is the questioner and each time representatives of some group or club try to give the answers. The program has aroused a good deal of interest and is considered effective by the library.

The Santa Barbara Public Library often appears on one of its local stations. Howard Rowe, the Librarian, has been interviewed and has also given straight talks on various phases of the Santa Barbara Public Library service. While it seems impossible to measure tangible effects of these programs, they do seem in general to be giving information about the library which is having gratifying results.

NEW HORIZONS IN TEACHING
Suggestions we hope you will find interesting and helpful



For Teachers eager to capitalize modern aids to teaching

Increasing emphasis today on school tours to supplement class work might be of interest to you. According to certain modern educators, firsthand experience from tours tends to — speed up teaching and make it easier; quicken interest; foster clearer thinking and greater retention of material.

The tours, experts advise, are more meaningful when closely correlated with regular school curriculum. Some trip possibilities might be: air field, court, radio station, post office, fire department, bakery, etc.

This information *is from Mr. Lester B. Ball, Superintendent of Schools, District 108, in Highland Park, Illinois.*

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The Western Journal of Education.

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ROY W. CLOUD
State Executive Secretary, California Teachers Association

Roy W. Cloud has won many a victory in school legislation during his nineteen years as Executive Secretary of the CTA. Mr. Cloud now leads the Association again in what is perhaps the most important educational proposal ever to appear on a California ballot.

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May, 1946

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Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
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Jottings of a Traveling Bookman

By W. M. CULP

The spring of the year, and graduation time for grammar school, high school, and college is with us again. The platitudes of commencement addresses will be hard to fit to postwar civilization that is even more complex and entangled with men's prejudices eight months after cessation of hostilities than ever before. The brotherhood of man, peace on earth and good will toward all, live and let live, do unto others as ye would be done unto, service to one's fellow man—all these and more too are the words and beliefs of men of good heart of all lands and nations, all on one side, yet slowly, inevitably, drifting toward self-annihilation. For with the key to atomic energy at hand mankind has the means and the power to lay waste the entire world, and it is within the range of scientific conjecture to so start a chain reaction that the world again becomes atomic mist in the universe. Fear is more rampant than ever in the world. Hate is still a powerful wedge between races of different colors and nations of different languages and institutions. The world wants peace, yet still girds itself for war.

It cannot be said that the elders of the land are remiss in not trying to get the youth of the land in our schools and colleges to understand the basic problems confronting contemporary civilization or are withholding from them the facts upon which they can fashion their own judgments. Newspapers, magazines, and radio corporations are giving munificently of time and space to get the youth of the land learned in modern problems. Not the least of these movements was the *New York Herald Tribune* School Forum which was inaugurated in New York City in mid-April for some 3,600 students of the New York City and surrounding metropolitan high schools. It was the first such meeting of the *New York Herald Tribune* Forum for high schools and is to be continued annually.

The theme of the inaugural meeting's two sessions held in the morning and afternoon of April 13 in the ballroom of the Waldorf-Astoria was "The World We Want." Twenty-four speakers addressed the two sessions on a variety of vital national and international problems, such as foreign policy, conscription, the United Nations, atomic energy, air power, politics, labor. Included in the program were the speeches of the winners of the first and second prizes of the Forum Speaking Contest of "The World I Want." The first was won by Leonard Polisar of the Samuel J. Tilden High School, New York City, and the second prize was won by Nancy Philips of the Tottenville High School. And on the program with these two high school youths were such outstanding local and national celebrities as Whitelaw Reed, chairman of the Forum and assistant to the editor of *The Herald Tribune;* Mayor William O'Dwyer of the City of New York—"The City We Want"; Frank Rising, general manager of Automotive and Aviation Parts Manufacturers, Inc.—"The Road to Better Management Relations"; James B. Carey, secretary-treasurer, Congress of Industrial Organizations—"The Little We Need"; Major General Wm. J. Donovan, former director, Office of Strategic Services—"Our Foreign Policy Needs a Central Intelligence Agency"; Bill Mauldin, author and cartoonist—"Conscription"; William P. Tolley, chancellor of Syracuse University—"A Tidal Wave Hits the College"; Mrs. Eleanor Roosevelt, member of the United States delegation to the General Assembly of the United Nations—"The United Nations and You"; General Carl A. Spaatz, commanding general, Army Air Forces—"The Air World We Want"; Lieutenant Colonel John H. De Witt, Army Signal Corps, formerly in charge of Army's secret Evans Laboratories at Belmar, N. J.—"Electronics in the World We Want"; David E. Lilienthal, chairman, Tennessee Valley Authority; chairman, Board of Consultants, Secretary of State's Committee on Atomic Energy—"The International Control of Atomic Energy"; Vice-Admiral H. P. Blandy, deputy chief of naval operations (special weapons), commander Joint Task Force 1 (atom-bomb test force)—"Why Test the Atom Bomb"; Owen J. Roberts, Associate Justice of the United States Court, retired—"Is World Peace Through Justice Under Law Impractical"; Questions and Discussion with Michael Straight, editor of *New Republic;* Dr. Eelco Van Kleffens, Netherlands delegate to the United Nations Security Council—"The World We Want and the World We Can Have."

On the second session meeting in addition to Leonard Polisar, the winner of the first prize of "The World I Want," and the more world renowned speakers, were four others—two youths yet in high school and two young ladies of twenty and twenty-one years. Richard Glasgow of the Oak Ridge, Tennessee, High School, spoke on the "Youth Council on the Atomic Crisis" and Ivan Gavrilovic of the Horace Mann-Lincoln High School, New York City, had an address on "World Friendship." Miss Alice Horton, twenty-one years of age, who was president of the United States Student Assembly of the World Youth Congress in 1944 and who with nineteen other young people represented the United States at the London International Youth Congress last February, gave her report of the "World Youth Congress." Miss Cushing Niles, twenty years of age, the other young speaker, is already in politics, helping Senator Joseph H. Ball in research, looking up bills and committee hearings and briefing literature that the Senator

must know about. Her pertinent topic was "Let's Get Into Politics."

The Forum was on Saturday, April 13. On Monday the *New York Herald Tribune* printed ten full pages on the Forum, giving pictures of the participants, full report of the speeches made, and a resume of the life history of each participant. During the Forum itself full radio coverage was given by the various New York City stations. As a gesture of public service in trying to get the youth of the land to understand present-day problems and to invite their aid in solving them this Forum stands out as one of the finest public feature services of the times. Space does not permit the report of all that was said, but the *New York Herald Tribune* invites correspondence on its venture and has available reprints of the speeches made. As Whitelaw Reid, chairman of the Forum, said in his opening address, "I want to say that we feel very lucky in having you here as an audience. We consider your presence a challenge to us and a big opportunity for getting the products of some of the best minds in the country on record. I wonder if you know that in the last seventy-five years, while the population of the United States was growing three times in size, you, the high school population, have grown ninety times. That is a tremendous jump, making high schools, in our judgment, the key force in American education. The *Herald Tribune* looks forward to getting your ideas, in learning what you care about in 'The World We Want,' the subject of our program. And we hope we can have the benefit of your thinking, not only through your representatives today, but through communication of your beliefs, your hopes, your fears, to the paper. In turn, we are endeavoring to present information to you that will be of use."

And from a later editorial, called "Seedbed of Ideas," the following excerpts are taken: "The complexity—the awe-inspiring complexity—of the world which youth faces today and whose burdens it will bear tomorrow, was fully apparent in the *Herald Tribune* Forum for High Schools. There are no easy answers to the problems of world organization, of atomic power, of the relationship between military strength and peace, of labor and management, or any of the other phases of modern living which the Forum's speakers presented to the young representatives of 400 high schools who formed their immediate audience and the wider audience of all ages who heard or read the proceedings. Atomic energy and man's conquest of space through flight and swift communication are subjects of great technical intricacy in themselves, and their implications in terms of human society are even more highly involved. Where these revolutionary scientific developments affect the relations among nations there are grounds for wise and earnest men and women to hold divergent opinions, as was seen on Saturday, for example, when Justice Roberts challenged the concept of the United Nations as advocated by other speakers and argued instead for a more closely integrated form of world government. Similarly, the complexity of the American industrial system was demonstrated when Mr. Carey, secretary-treasurer of the Congress of Industrial Organizations, and Mr. Rising, general manager of Automotive and Aviation Parts Manufacturers, Inc., offered opposing views on labor-management problems. The difficulty of finding the right path through this maze will not daunt a young and strong generation. Mrs. Eleanor Roosevelt and General Spaatz each emphasized the opportunities for the use of imagination and courage which are presented by the world today. The great point is that those qualities, the natural heritage of the younger members of the community, should be linked to a solid body of information on modern problems and should not be wasted either in passing enthusiasms or sterile skepticism."

Governor Thomas E. Dewey of New York State has signed the Feinberg bill passed by the recent state legislature for the establishment, on an experimental basis, of five technical institutes to be operated entirely at State expense for five years. The institutes will be established in New York City, Binghamton, White Plains, Utica, and Buffalo. Three million dollars was appropriated to carry out the experiment. Originally, the Board of Regents proposed twenty institutes to be operated at an estimated cost of $40,000,000. The purpose of these institutes is to explore the desirability of the type of post-high school education comprehended by the technical institute concept, which is to provide terminal subprofessional training for two-year periods for young people who expect to go into industry and commerce. A second purpose is to increase the education facilities for returning veterans and their younger sisters and brothers who did not go to war but who find themselves excluded from other schools by reason of the preference of enrollment for veterans.

William R. Williams was appointed superintendent of schools for Yonkers, N. Y., last year at the beginning of September. It was the culmination of some thirty-three years work as an educator in the Yonkers system, the first ten years as principal of an elementary school and the rest as deputy superintendent of schools. Yonkers is on the Hudson some 15 miles up the Hudson River Parkway. Its section along the Palisades comprised of beautiful homesites, with rich residences and wonderfully gardened in the springtime, is one of the impressive sights of the New York area. Its 150,000 population covers a large acreage from the Hudson River back to the cities of Mount Vernon and New Rochelle, and its wooded hills weave around the parkways. Yonkers is the home of the World Book Company, well known for its elementary and secondary texts and especially its educational tests. The schools enroll some 20,000 pupils and it is to the credit ot Superintendent Williams that he has close acquaintance with the 750 of the city school system's professional staff. Yonkers, in teachers salaries, rates among the highest in the country. Once a great rug-manufacturing center, Yonkers during the depression was hard hit but of late years manufacturing interests are again coming within its borders and aiding in reestablishing the city's economic position.

During the sixteenth annual safety conference and exposition held during April at the Hotel Pennsylvania, New York City, the necessity for educating youth to drive motor vehicles safely was called as important as any other subject in the high school curriculum. Paul W. Haviland, superintendent of the Delaware State Police, addressing the forum on traffic speed policies, said that education of youth in driving is more important than Latin and many other subjects. To one who is constantly driving across the highways of the nation there seems to be little need to teach youth how to drive, but there is need to teach respect for the other fellow and to inculcate the thought that law is for them to observe and that speed and the honking of everyone else off the road are not the height of good citizenship practice.

Western School News

Edited by MORRIS WAGNER

C. T. A. ANNUAL MEETING

At its annual meeting April 13 in San Francisco the State Council of Education of the California Teachers Association took unanimous action in sponsoring an initiative for a Constitutional Amendment, to be voted on at the November general election, which will in many ways be the most important educational proposal ever to appear on a ballot in California. The Amendment provides:

1. A minimum salary of $2,400 a year for teachers.
2. State aid to kindergartens as part of the elementary school system.
3. State support of education on the basis of $120 per year per pupil in average daily attendance from the kindergarten through junior college.
4. A minimum apportionment of not less than $90 per pupil for all school districts, with no district receiving less than $2,400 a year. For apportionment by the Legislature of the money represented by the difference between the minimum guarantee of $90 per pupil which all school districts will receive and the $120 per pupil called for in the Amendment.
5. For California's traditional Constitutional guarantee, giving public education first call upon all revenues of the State.

Actual drafting of the proposed Amendment was preceded by long and painstaking study on the part of the State Committee on Financing Public Education, of which Frank M. Wright of El Monte is chairman, and also by sub-committees. The Amendment is the product of full debate, intelligent compromise, and universal determination to meet the critical needs of public education in California.

The proposed minimum salary of $2,400 is $600 more than the present statutory minimum of $1,800. The passage of the Amendment would mean a justified increase of several hundred dollars a year for teachers throughout the State. The increase is basically important in the effort to induce young men and women to enter the teaching profession, so that schools will be adequately staffed and heavy teacher-loads reduced, despite increased enrollments. The Amendment defines public schools as kindergarten schools, elementary schools, secondary schools, technical schools, and State colleges, as established by law. Kindergartens are brought into the list of levels receiving State support, a long-desired objective. Adult classes and continuation high schools, it should be noted, are already part of the secondary school system.

On the basis of present enrollment approximately $30,000,000 a year would remain for apportionment by the Legislature, after the allocation of the $90 per pupil minimum guarantee to all districts.

WALTER T. HELMS, superintendent of the Richmond schools for the past thirty-eight years, has accepted the presidency of the California Teachers Association upon the resignation of John F. Brady, Associate Superintendent, San Francisco public schools, who had served since 1939. Mr. Helms was Vice-President of the Association and has also been prominent as Chairman of the Legislative Committee.

The Legislature would apportion this remainder for equalization, to finance supervision by county superintendents, as already provided by law, to maintain the unapportioned funds of county superintendents, and to pay the excess costs of educating physically-handicapped children. Equalization would be of two types, as among elementary schools, high schools, and junior colleges, and as among school districts on the basis of local tax resources. Another important provision of the Amendment requires the County Board of Supervisors to fix tax rates to provide the budgets set by governing boards of school districts.

The big job of winning approval of the proposal at the polls is now largely up to the teachers of the State who must circulate the initiative petitions and provide the campaign funds. The *Redwood City Tribune* makes interesting comment on the participation of teachers in the campaign:

"We regard that as a proper, in fact necessary, activity of the teachers. We are not impressed by the criticism from the sidelines that since this is an election matter it is therefore political and as such an improper activity for school teachers. To begin with, we never have subscribed to the idea that teachers should be a cloistered group set apart from other mortals, and not permitted to engage in political activity. Teachers are also human beings and citizens, and as such are entitled to the full range of freedoms that are the heritage of all of us. As for this school amendment proposal, it is logical and proper that the school teachers should take the initiative and press the campaign. . . . If a proposal were of special interest to merchants, farmers, manufacturers or attorneys, what group in any of those cases would be expected to take the initiative but the one most directly concerned?

"The mere fact that there is a self-interest motive for teachers in this campaign activity is no point against their participation. The modest gain to the teachers which adoption of this amendment would bring is not the greatest of its merits. The State of California, through its educational system, will be the heavy gainer. As pointed out in an article in the *Sierra Educational Review*, 'Public education in California is dangerously near collapse,' because of inadequacies and inequities in its financing which this proposal is designed to correct.

"The pupil enrollment in California schools is growing by leaps and bounds, while the ranks of teachers are thinning because of better income opportunities offered in other lines.

"This initiative proposal provides the means of saving the state from educational calamity. Those who are interested in averting that disaster may help at this time by signing the initiative petition."

CONFERENCE ON SOCIAL STUDIES FRAMEWORK

A Conference to discuss the "California Curriculum Commission's Tentative Framework for the Social Studies" was called by the Division of Secondary Education May 22 at San Francisco's George Washington High School, with Lawrence B. White, Assistant Chief of the Division, presiding. Members of the State Curriculum Commission present were W. K. Cobb, Ray B. Dean, and Harry H. McPherson.

Mr. McPherson discussed the "Nature of a Framework and Background of the Social Studies Framework." Mr. White gave a "Review of the Social Studies Framework, Grades 9-12." In the absence of Miss Helen Heffernan, who was scheduled to give a statement concerning the Social Studies in the Elementary Grades, Ray B. Dean and W. K. Cobb spoke on the social studies for grades 1-8. Other contributors to the program were Albert D. Graves, Associate Superintendent in Charge of Instruction, San Francisco public schools; Loaz W. Johnson, Coordinator of Secondary Education, Butte County; Fred C. Beyer, Secondary Coordinator, Stanislaus County, and Bernice Baxter, Administrative Assistant, Oakland public schools.

Lawrence B. White emphasized in his presentation that the framework proposed is not a method of teaching, that it does not tell teachers how they should teach, but that it is an over-all skeleton particularly designating the grade level in which social studies shall be presented to the children. Though the framework should not be so detailed or specific as to interfere with normal courses of study in the various counties, it would facilitate the teaching of children transferring from one school to another by preventing overlapping in general subject areas. Until now it has been possible, for example, for a child transferring from one school to another to study Indians several years in succession due to the different grade placement of the subject in different schools. By requiring uniformity throughout the state as to grade placement of all social studies such overlapping could be prevented.

Dr. Bernice Baxter introduced the first criticism of the framework as proposed, asking the makers of the framework not to forget that the experience and understanding of students are important in determining what they shall study and when. If the world of industry and vocational opportunities are to be studied at the 9th grade level as proposed, for example, they should be kept relative to the specific community in which they are taught. It would be necessary first to take inventory of the youngsters at that level, to determine their actual knowledge of the world around them, before their experience could be gradually extended. Dr. Baxter asked for more realism and fewer platitudes in considering just how much students are able to learn in a particular social studies area and at a particular level. We must not, she said, assume a maturity on the part of the students which they do not have.

Albert D. Graves declared that the framework should not be considered a course of study, he said, but the "beams, joists," etc., from which a course of study might be built. But in any course of study the nature of the learner and the learning and social process is as important as the "beams and joists." Habits, attitudes, and competencies are equally important with subject matter. He asked, for example, does the framework assume that citizenship necessarily follows the mastery of its subject matter. Some of the important competencies which Mr. Graves mentioned are the ability to think critically, to discriminate between choices, to analyze a problem, to organize materials, to read graphs and charts, to recognize propaganda, to work with others, to recognize fact and fancy.

Fred C. Beyer characterized the framework as so heavy with factual material that there is no spirit in it. There was plenty of spirit in Mr. Beyer's talk, and he had an interested audience although he was the last speaker on the program and had to compete with approaching lunchtime for audience attention. Mr. Beyer stated he realized a framework probably must be "codified" and perhaps inevitably seems heavy and boresome but he felt the whole social studies curriculum needs humanizing. He asked for something as good in social studies as the "future-farmer" program, saying that it seems so much easier to chart the progress and development of a hog or steer than of a student of world history or what have you. No matter what kind of a framework is provided or what courses of study are worked out therefrom, he said, the whole program boils down to a matter of the individual teacher, students, and learning stiuation and a "class load" which is sufficiently small so that democratic practices and procedures can really be practiced.

A Mexico Educational Tour is being arranged for teachers by Professor Juan B. Rael of Stanford University. The tentative dates for the tour are June 24 to July 28. The itinerary will include such cities as Guadalajara, Mexico City, Cuernavaca, Taxco, Fortin, Orizaba, Cordoba, Oaxaca, Puebla, and Toluca.

THE

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PUBLIC LANDS AND PUBLIC EDUCATION

By Alfred E. Lentz

The Western States Conference on Public Lands and the Financing of Public Education, sponsored by the Committee on Tax Education and School Finance, National Education Association, was held in Salt Lake City, Utah, March 21, 22 and 23. The State Department of Education, the State Education (or Teachers) Association and the State Land Office of each of the eleven western states had been invited to send representatives to the meeting. Each of these agencies in each state was represented, excepting only the State Land Office (Division of State Lands, Department of Finance) of California. The California Teachers' Association was represented by its state executive secretary and the State Department of Education was represented by the Administrative Advisor of that department, Alfred E. Lentz. California had the smallest representation of any state although by every measure California had more at stake in the issues before the conference than had any other state. Also in attendance were Joel Wolfsohn, Assistant Commissioner, General Land Office, U. S. Department of the Interior, and Dr. C. D. Hutchins of the National Education Association.

The Conference, under the direction of Dr. J. R. Mahoney, Professor of Economics of the University of Utah and Chairman of the Committee on Tax Education and School Finance of the National Education Association, lasted for three days and two nights.

When the Conference convened and its purposes were fully outlined by the Chairman of the Conference, it became apparent that the Conference was to cover much more ground and involve many more issues than the invitation to the Conference intimated. The purpose of the Conference was stated by the Chairman to be (1) a determination of the effect of federal ownership of property upon the tax base available for the support of public education and the effect of state policies with respect to state school lands and other state lands upon the state support of public schools, and (2) the development of a program for the future in connection with both matters.

Because of the complexities of the issues discussed at the Conference, no more than a brief resume of the discussions and apparent points of agreement can be given here. The official report of the Conference is not yet available and this statement is based entirely on notes taken at the Conference.

The problems of the other western states arising from federal ownership of property were, in the main, identical with those of California. In the other western states, as in California, the past and continuing acquisition of property by the Federal Government has resulted in the narrowing of the tax base upon which the public schools depend, in large part, for their support. There was made available to those attending the Conference the very able study, entitled "Payments in Lieu of Taxes on Federally Owned Real Estate," prepared by Jewell J. Rasmussen, Assistant Professor of Economics of the University of Utah, for the Committee on Tax Education and School Finance of the National Education Association, which showed clearly the trend and its effects.

California is, however, more fortunate than the other states in one respect, that state support for the public schools of California is guaranteed by the Constitution and revenues of the state are not derived from property taxes. Consequently the acquisition of property by the Federal Government is not a fact so far as the state support of public schools is concerned. In all other western states, the acquisition of property by the Federal Government has a very definite and practical relationship to state school aid.

So far as local taxes for the support of the public schools and for all other purposes is concerned, the problem was shown to be of equal seriousness in all the western states. The area of the western states owned by the Federal Government ranges from 35 per cent in Washington to 87 per cent in Nevada, with 46 per cent of the land area of California being owned by the Federal Government. The percentage of land area of the counties of California owned by the Federal Government ranges as high as 95 per cent. In connection with the discussion of this matter, Mr. Wolfsohn, at a dinner meeting at which the Utah Education Association was host, spoke on "Education Benefits from Natural Resources," clarifying many questions concerning the administration of those lands under the jurisdiction of the General Land Office of the U. S. Department of the Interior and the revenues derived by the states from those lands and available for public school support.

It appeared to be the consensus of the Conference that, with certain exceptions, the Federal Government should, either by permitting its properties to be taxed by state and local governments, or by making payments in lieu of taxes, eliminate the penalties now imposed on state and local governments through loss of tax moneys when property is acquired by the Federal Government. It may be noted here that at the special election of 1944 the people of California adopted an amendment to the California Constitution amending Section 1 of Article XIII permitting the taxation of Federal property when Congress should authorize such taxation, and that at the recent special session a measure (Chapter 154, First Extraordinary Session (1946), 56th Legislature) prohibiting the acquisition of property in California in the future except in accordance with the conditions prescribed by the statute was enacted.

It appeared to be also agreed, the California delegation taking no position, that the Federal Government should give to the various states the so-called public domain, it being agreed that the states could more effectively administer such lands and increase the revenue therefrom well beyond that now realized by the states from the operation of the lands by the Federal Government.

In connection with state lands, including the state school lands, it appears that the practices of the several states vary, some states following the policy of selling and others following the practice of leasing. Both practices appear to have advantages and disadvantages.

The problem of lands reverting to the state through tax delinquency was also discussed. Here again differences in practices in the several states appeared. The policy in effect in California, however, that of getting such property back on the assessment roll as soon as possible by the sale of the property to private owners, seems to be more logical and reasonable rather than to retain such property as a part of the public domain.

It is proposed to hold other similar conferences in the future for the purpose of further discussion and the development of an effective program to achieve an equitable settlement of the problems engendered by expanding Federal ownership of property. The importance of these conferences cannot be overestimated. It is essential that California give heed to the matters at issue and be prepared to cooperate fully and effectively in their solution.

NEWS NOTES

E. M. Higginbotham, District Superintendent of McFarland Union Elementary School, Kern County, California, will retire in July after 21 years of service. The enrollment of the McFarland school under Mr. Higginbotham's superintendency, has grown to 860, with 26 teachers. During the years 1926-1928 Mr. Higginbotham organized the McFarland High School, and conducted the first two years of the school.

Mr. Higginbotham is a native son of California, born on a farm in the Mother Lode country, Calaveras County. The parents of both Mr. and Mrs. Higginbotham were early pioneers, crossing the continent by the Emigrant Trail in ox-drawn covered wagons in the early sixties, seeking their fortune first in mining in the Mother Lode country and then in agriculture. During their 21 years at McFarland Mr. and Mrs. Higginbotham have developed the farm home originally homesteaded by Mrs. Higginbotham's father in 1890, and for which she holds a patent to the land signed by President McKinley. Mr. Higginbotham writes, "I am essentially a farmer at heart, and during the intervening years of my professional life, 1911-1914, I bought and developed a fruit farm at Winton, Merced County."

Mr. Higginbotham was educated in the public schools of California, including the Stockton High School, San Francisco Normal, and University of California. His first school was a one-teacher school of nine grades, located in the Mother Lode country of Calaveras County, where children would patrol small ravines after a severe rainstorm and often bring to school small gold nuggets of values from ten cents to ten dollars. His next school was in his home town, located at Jenny Lind, Calaveras County, where he taught all nine grades for two years. He was then elected principal of the San Andreas Elementary School where he served for five years. During this time he also served as President of the County Board of Education and as trustee of the Calaveras County High School, assisting in organizing one of the first county high schools in the state. In 1915 he went to Westmorland, Imperial County, as District Superintendent of the elementary school, a school of about fifteen or sixteen teachers with an enrollment of approximately 600. He left this position in 1925 to take up the duties which he has fulfilled for the past 21 years at McFarland.

The Sacramento City Unified School District received word from the Federal Communications Commission that its application to build an F. M. Radio Broadcasting Station had been granted. This is the first application for an F. M. Station that has been granted to any school system by the F. C. C. since the war started.

J. R. Overturf, Superintendent of Sacramento City Schools, with the approval of the Sacramento Board of Education, is planning to erect the new F. M. Broadcasting Station on the campus of the Sacramento College, where some actual work has been completed in anticipation of the approval of the application by the F. C. C. The new station will broadcast with a power of 375 watts. The work of installation will begin as soon as materials and equipment are available.

The purpose of the new station will be to make widespread use of the fine network programs, tailored to the curricula of the schools, as well as providing the community with information regarding the public schools. In addition, the educational interests of the community will be served by providing an adult listening program that will be of wide community interest.

Petaluma High School will offer training in farming for veterans in its evening classes next semester under a vocational program planned jointly by the veterans' administration, and the California State Department of Education. Selection of the Petaluma High School as one of the 115 Northern California vocational high schools to participate in the program was announced by David M. Durst, City Superintendent of Schools. The program provides year-round instruction based upon the agricultural interests of each veteran. Both classroom instruction, planned under the present program to be given at the evening classes, and on-the-farm supervision would be provided. Each trainee will keep his own farm record and will be instructed in a complete plan of farm operation. The program, it is understood, will be open to all veterans engaged in farm work, whether on his own property, employed by farm owners, or working for his parents.

Roy E. Simpson, Superintendent of Public Instruction, has announced the appointment of J. Cordner Gibson, World War II veteran and former high school vocational agricultural teacher in Whittier and Downey, as special supervisor on the staff of the State Bureau of Agricultural Education. He will be charged with the responsibility of developing adult phases of the agricultural education program throughout the state. Mr. Gibson will make his headquarters in the Bureau staff office at the California Polytechnic College, San Luis Obispo. As part of his duties, he will be in administrative charge of the special day and evening classes in agriculture for veterans being conducted in California high schools and colleges, and will assist local teachers with lesson plans and supervisory programs. More than 1,000 veterans are now enrolled in these classes, with several times as many unable to obtain instruction because of the teacher shortage.

Mr. Gibson will work directly under Byron J. McMahon, Chief of the Bureau of Agricultural Education, and Julian A. McPhee, State Director of Vocational Education. He served in the Army 30 months, including 14 months in France, Belgium, Germany, and Czechoslovakia as a sergeant of the 90th Division.

A Seminar in Educational Leadership and Administration will be conducted by five outstanding public school administrators from widely distributed sections of the United States at Stanford University during the eight-week summer session from June 24 to August 16, it was announced by Dr. Lucien B. Kinney, acting dean of the School of Education.

Making up the seminar staff are: Vierling Kersey, superintendent of schools, Los Angeles; Willard Goslin, superintendent of schools, Minneapolis, Minn.; Roy Simpson, superintendent of public instruction, California State Department of Education; Paul Rehmus, superintendent of schools, Lakewood, Ohio; Frank Wright, superintendent of schools, El Monte, Calif.

The Stanford seminar is organized on the advanced graduate level primarily for school administrators in the field. Emphasis will be placed upon extending the enrollee's systematic knowledge of school administration, upon his thorough understanding of controversial issues, and upon his gaining some familiarity with the range of educational activities and administrative practices throughout the country.

Seattle Voters on March 12 approved a $10,000,000 school bond issue by a vote ration of 7-1.

Senator Herbert W. Slater, dean of all the California legislators, and long a friend to the California schools in all their problems, is now serving his 36th year as a member of the California Legislature, the first four of which were served in the Assembly, and this year had no opposition for nomination and election for another four-year term. Senator Slater has been a member and chairman of the education committee for many years. It is he who each year proposes the appropriation for handicapped children. In addition to his Senatorial duties, he is also advisory editor of the *Press Democrat,* Santa Rosa's principal newspaper.

Irwin H. Braun, author of the original and enthusiastically received grammar text, *Laugh and Learn Grammar,* has been writing commercial and educational films for the past few years in addition to his regular teaching position at the

Irwin H. Braun

Louis Pasteur Junior High School in Los Angeles. Mr. Braun is also doing a series of films for the Commission on Motion Pictures of the American Council on Education. This Commission was set up to prepare a series of motion picture scripts on various aspects of American history: Great Documents, Dramatic Incidents, Great Personalities, and others. The films differ considerably from the usual teaching film in that they all carry a highly dramatic story comparable to the Hollywood entertainment film. The Council believes that "Learning that proceeds from lively interest and strong motivation is not only faster but more permanent. There is good ground for believing that the time and effort now being expended in teaching the three R's could be greatly reduced by the use of good teaching films." The Council could not have made a better choice than Mr. Braun to provide "lively interest and strong motivation" in educational films since those two factors account for the popularity of Mr. Braun's own book, *Laugh and Learn Grammar,* in making an otherwise dull subject palatable.

Roy E. Simpson gave a report to the State Board of Education April 6 on the rapid developments and progress made upon the state level in public education during the period of less than five months since he assumed office as Superintendent of Public Instruction and Director of Education.

Mr. Simpson offered some interesting data on the state's increase in school population. He stated, "The State Reconstruction and Reemployment Commission, the California Taxpayers Association, the California Teachers Association, and our own Division of Research and Statistics have assembled data that are conclusive proofs to all who will heed them that California has had and will continue to have a rapidly growing increase in population. Our public schools reflect that growth by an increase in enrollment in many cases beyond our anticipated estimates. Nor is the increase entirely chargeable to the war influx, because during the past twenty-five years, there have been more children enrolled in the first grade in California schools than were born in the state six and one-half years earlier.

"Estimates of births and enrollment have been completed through 1945. There were about half again as many children in the first grade last year, 1944-45, as were born in 1938. California's birth rate has more than doubled in the past ten years and the increase continues. This means that for the next six or seven years our first-grade enrollments will continue to increase. Assuming the prediction of those who have given close attention to trends is correct we can expect this immediate increase and potential continuance of growth to demand an immediate solution to our elementary grade needs. This estimated enrollment by the school year 1951-52 will reach 236,600 children in the first grade. At the close of the school year 1944-45, there were 133,597 first graders.

"This situation requires that we provide more teachers, more school buildings, and all of the other items that go with the operation and financing of public education. The elementary teacher situation is most critical, the secondary less so. The report from our state college presidents yesterday indicated a slight increase in the interest taken by those desiring to follow teaching as a profession.

"Coupled with this tremendous growth in the lower elementary grades has come the impact of the returning veterans upon the upper grades.

"We have these immediate issues demanding our attention: more teachers, more school buildings, student housing, and finances to provide adequately for all.

"There were on March 31, 1946, 10,352 valid emergency credentials in California, over 20 per cent of our total teaching population. Many of the holders of these emergency credentials are good teachers who have not volunteered services during the emergency. Many are now anxious to return to their homes or to discontinue teaching. There are others who wish to qualify for the regular credential, for whom we have prepared programs to encourage that interest.

"We have secured many of our teachers from other states, in fact, they have in many cases expressed a desire to remain in California. Every effort has been given by our Division of Credentials to facilitate the issuance of all credentials. This has been a difficult task because of the great number of credentials demanded, the small staff and crowded quarters in Sacramento. Immediately upon taking office I sought a remedy to the difficulty. We have secured the approval of the other departments of state responsible for housing and personnel to the end that we shall have more space and increased personnel to carry on.

"More important than this is the solution to the problem of the need for more teachers. We need more adequate salaries for teachers. It is my own opinion that this is the time to write into our state finance program for public schools legislation that will give adequate support for all levels of public education from the kindergarten to the junior college inclusive. Such a plan should be sufficiently large to avoid recurring necessity for the return to our voters every few months for additional support.

"Research will indicate that a great majority of our school districts are now taxed in excess of their legal limit. This is accomplished by special elections for that purpose. In Los Angeles County there are seventy districts at or above maximum tax rates, and that number is increasing. I am cooperating with professional groups in the solution of this issue. The tentative plans will be submitted to this Board, the school trustees, P. T. A., and other groups for their consideration and recommendation before submission to the electorate. Truly we must classify our youth ahead of many of the purposes for

(Continued on page 12)

Library News

Edited by MABEL R. GILLIS, State Librarian

FIRST POSTWAR MEETING, SCHOOL LIBRARY COUNCIL

By Maurin S. Hardin

On March 30 and 31 the State Executive Council of the School Library Association arrived by plane, train, and motor, from the Northern and Southern parts of the state at the Hotel Californian, Fresno, to meet for the first time since 1941. Due to wartime restrictions, our annual state meetings had been discontinued, as were those of the Executive Council. Now, Elizabeth Patton, President, had called the group together for progress reports and to formulate plans concerning this first postwar year, which also introduces the first year of the fourth decade in the history of our state association.

Upon arrival we were concerned with preliminary business, informal introductions, and discussions of the committee work that could be initiated immediately. The Manual, for Officers and Committee Chairmen, and a revised Handbook were two pressing problems on which committees needed to concentrate. Miss Patton urged a complete revision to include history of the association, contributions of members to periodicals, etc., for the Handbook had not been revised since 1936. Dorothy McGee, of Sacramento, and Marjorie Schramling, of Long Beach, were appointed co-chairmen, with Marvin Cragun in charge of publication.

A local committee had arranged a delicious dinner, following which the president called for progress reports. Dorothy McGee, Northern Section President, and Winifred Andrews, Southern Section President, introduced their officers and committee chairmen. Approximately forty officers and chairmen welcomed this opportunity to learn of the work of similar committees in each section that had been carried on during the war. Future plans were discussed.

The membership chairmen from both sections cheered our hearts when their reports revealed such rapid growth during this first postwar year. Our state membership now totals almost 500.

A significant report was one given by Jessie Boyd, C. T. A. Bay Section Council Representative, Chairman of Certification and Teacher Training, and Chairman of the Bay Section Fall Training Conference. She told of the opportunity for discussion and interchange of ideas between teachers and librarians brought about in the fall conference, 1945. A survey made by this group shows a trend toward Institute Workshops, rather than the traditional form of Institute. In these librarians can help greatly. The group was also interested in our *Bulletin* and the publicity program of our organizations.

As a contribution of the Northern Section to the State Professional Committee, Dora Smith reported progress on construction of a questionnaire to be sent to the library school graduates of the last ten years to ascertain what they thought of their training. The questionnaire has been sent first to the school directors, to Miss Gillis, Miss Hostetter, etc., for suggestions. Next year they will be sent to the graduates and should provide good ammunition for further training programs.

The *Bulletin* Editor, Marvin Cragun, urged more universal interest in and support of the *Bulletin* which is one of two school library publications in the entire nation. The *Bulletin* has been our principal source of strength and unity during the war years.

One of the major projects of the Association during the past year, which has brought satisfaction to those participating, was that of the Philippine Book drive. The two chairmen, Abbie Doughty, of Los Angeles, and Lucile Wester, of Oakland, made reports on the contributions to date. Although the drive is not yet over, collections are $585, plus 52,000 volumes that have been donated. All of the money will be spent for more books, to go with those donated, toward replenishment of devastated libraries in the Philippine Islands. The titles included specific requests from a list of 266 selected by the Philippine National Committee, and are representative of their needs.

The Handbook Committee, following the afternoon's work, made its first report outlining the completed tentative plans to include the constitution, history of the Association, contributions of members to professional publications, and messages from A. L. A. officers and Library School heads.

A large portion of the work on the *Manual* was also completed. This will fill a great need of the officers and committee chairmen of the state and both sections. When completed the *Manual* will contain the duties, obligations and recommended activities of each officer and chairman as well as the constitution. It will be supplementary to the materials found so useful in the Northern Section, in their black notebooks handed down to each officer during the past several years.

Work of the Executive Board continued on into the night. Sunday morning breakfast brought the energetic librarians into a final session before returning to their homes.

Reports from Marjorie Fullwood, Professional Chairman, and Mrs. Maurine S. Hardin, Publicity Chairman, disclosed cooperation and activity in writing and placing articles about our profession. The publicity chairman was a newly created state office this year.

The Executive Board voted, last fall, to have efforts concentrated on reaching administrators, raising of standards, and recruitment activity. Articles were placed in the *School Executive, Journal of the National Education Association, Bulletin of the School Library Association, Western Journal of Education, A. L. A. Journal, California Journal of Secondary Education, Wilson Bulletin.*

The following articles were placed:

A significant contribution of the Southern Section Professional Committee, headed by Clara Josselyn, and Alexander Frazier, Secondary Curriculum Coordinator in Los Angeles, was made. It was called "School Librarians Name Their Problems."

A companion article "What Does a School Librarian Do?" was placed in the same magazines with the above.

A third article, closely related to these, explained the multiple guidance program in the school librarians' day.

Two articles, "An Evaluation of One Elementary School Library in Terms of the Douglas Report," and one on "Elementary School Cataloging" were contributions of Long Beach Librarians, Lois Fannin and Marjorie Fullwood. Another, "Summary of the Douglas Report," was written by Alice Stoeltzing and Marjorie Fullwood.

This progress in our publicity program coincided with the findings of an

A. L. A. committee, headed by Jewel Gardiner, which reported on results of a survey of educational periodicals. The need for more school library publicity was expressed.

The survey and inventory of 108 magazines was made by twelve committee members. They found three state and regional library association *Bulletins* in the field. New Jersey was the only other school association publication, a *Bulletin;* a quarterly. Of the 108 magazines examined only fifty had school library articles. "It is important that more articles be published in more educational journals and that more of them in school library work be written by administrators."

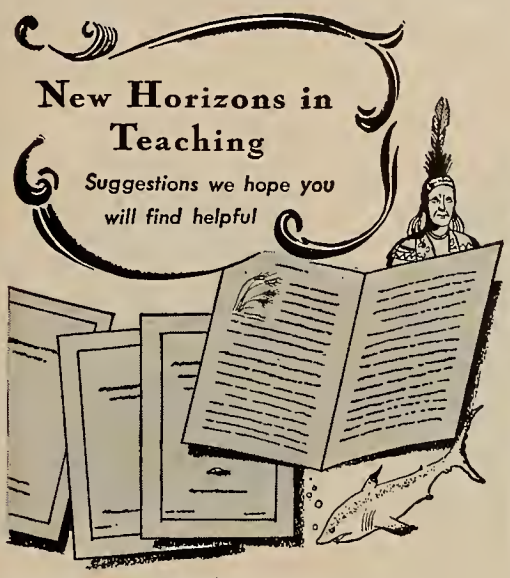
The climax of the week-end was reached when Marjorie Van Deusen, our State representative to the A. L. A. Council, told of the A. L. A. Midwinter Council meeting, in Chicago, last December. Her graphic word pictures gave us a feeling of acquaintanceship with the personalities who participate in national leadership. She mentioned her pride in the fact that our *Bulletin* is to be used as a model for the national one to begin publication next January, by the A. A. S. L. The general feeling is that the library is an educational force. Recruiting is difficult because the public doesn't know the work of librarians.

Since our state membership has grown so splendidly this year she suggested that we may be granted an additional representative from our State Council to A. L. A.

At the conclusion of a week-end of accomplishments, Miss Patton expressed appreciation to our Fresno hostesses who had made such happy arrangements for us. Mrs. Effie Johnson, Vice-President of the Northern Section, had the assistance of other Fresno librarians, Mrs. Melissa Fuller, Adelia Tompkins and Eda Kusch.

Miss Patton mentioned the need for unity and greater professional progress as we are launching the fourth decade in our history. She then read an inspiring message from our first State president, Ella Morgan. It was a letter of spirit, courage, and vision to send us on our respective ways with the same hope for the future the writer had pioneered in so many years ago. We must continue to hold the light high.

THE UNIVERSITY OF CALIFORNIA will hold its annual reading conference in Berkeley from July 8 to July 12, 1946. The purpose of the Conference is to provide an intensive session in which reading problems of major importance will be discussed by outstanding educators. The Conference will attempt to present not only certain scientific background for modern education in reading but will stress practical problems and procedures. Lectures followed by short discussions will be given each morning and afternoon during the week. The Leader of the Conference will be Luther G. Gilbert, Professor of Education, University of California.



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Book Reviews

From Scott, Foresman and Company

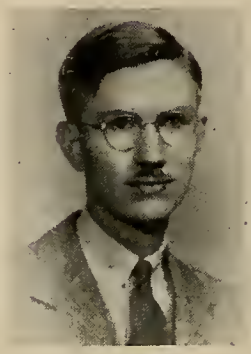
LIVING IN OUR COMMUNITIES by Edward Krug and I. James Quillen. Edited by Paul R. Hanna, *List price,* $2.64. This timely civics text for ninth grade makes available to teachers the kind of content, organization, and approach that social scientists have been recommending for a long time. And it presents this material in a way that should make civics the vital kind of teaching and learning experience that both educators and laymen want it to be.

Social-studies teachers who know the work of the authors—Edward Krug and I. James Quillen—will find what they had hoped for in *Living in Our Communities.* The book provides a wealth of factual material—straight text, including many "case studies" of specific communities, "quotes" (from *Fortune* magazine to Sherlock Holmes), pictures (from Grant Wood to comic strips), hundreds of teaching photographs, pictographs and charts, activity and discussion suggestions, reading lists. But it constantly leads the student to think for himself, to raise his own problems, to look around him, to generalize from data which he can verify, to stretch his mind.

Using the widely recommended community approach, the authors provide a stimulating survey of community life in all its basic aspects. The entire first half of the book (Parts One and Two) is devoted to this survey—with chapters on health, safety, education, recreation, beauty, transportation, manufacturing, and distribution. Throughout these chapters the student is guided toward an understanding of the needs and problems and opportunities of the individuals and groups that make up a community—especially his own community.

The latter half of the book deals with the structures and functions of government as they have been evolved to meet the kinds of needs the student will have been thinking about throughout the course so far. The authors have managed to bring the student to the study of government proper with a very lively readiness, and so are able to present this material (Part Three) more directly and vividly than would otherwise be possible. Similarly, the final chapters of the book (Part Four—Looking Ahead) grow naturally out of all that has gone before. Their emphasis on personal growth and community service will make sense to the student, who can hardly help coming to them with a sense of responsible citizenship.

Paul R. Hanna



I. James Quillen

Edward Krug

THORNDIKE-CENTURY BEGINNING DICTIONARY by E. L. Thorndike. *List price,* $1.60. This publication is the first dictionary ever made to teach children how to use a dictionary. A 645-page book, with 12,000 entries, and 70 dictionary lessons, it is easy enough for fourth and fifth grade levels. The book combines the two factors vital to the development of dictionary skills: (1) a systematic program of dictionary lessons and exercises for the pupil, with explanations, illustrations, and practice on each new skill—this practice inducting children into actual and immediate use of: (2) a dictionary for the beginner, one utterly simple and physically a part of the lesson material so that children can be taught to use its facilities with the least possible delay, frustration, and misunderstanding.

Each lesson is written directly to the child for his understanding and doing. At the same time, these lessons give the teacher a practical course of instruction for the orderly introduction, systematic development and maintenance of the dictionary skills. The lessons are divided into two levels of difficulty—another convenience and help for the teacher. The dictionary skills prerequisite to locating entry words, comprehending word meanings, and deriving pronunciations are covered at each level.

NEWS NOTES

(Continued from page 9)

which public funds are now planned and dedicated, as important as those may be.

"School buildings are planned in many communities, bonds have been voted, and we must await the availability of materials and labor. There are many school districts where bonded indebtedness has reached the maximum or nearly so. These communities will need state assistance consistent with the surveys of the findings of the Commission on School Districts.

"Our state college dormitories are provided for with the exception that this Board should give immediate attention to the revenue bond provision of the Education Code to supplement the bill recently passed and signed within the last two weeks by Governor Warren. I recommend that this Board proceed to establish this revenue bond plan. Should complications arise in any respect, we shall request the next session of the State Legislature to clarify the situation.

"*Department Organization.* The reorganization of the State Department of Education is proceeding satisfactorily. The Personnel Board and the Department of Finance have agreed to and have established the positions of assistant superintendents and fixed the salaries as recommended by the Superintendent of Public Instruction. Other positions within the proposed framework have been established. It is expected that we shall be ready this summer to hold examinations and proceed with the details to effect the completion of our plans.

"*Veterans.* More important, at least, temporarily so, has been the need to give attention to the program for the returning veteran. After many months of effort we are now able to report that we have reached an agreement with the Veterans' Administration in Washington, D. C., permitting approximately 80 per cent reimbursement to the schools for the training program under Public Law 346, G. I. Bill. This means that we shall receive the difference between less than 60 per cent and approximately 80 per cent. Added to this under California law will be the a.d.a. income.

"This will relieve a very serious situation in our junior colleges and encourage these schools to expand their programs heretofore made financially impossible.

The WESTERN JOURNAL OF EDUCATION

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

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San Francisco 2

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Jottings of a Traveling Bookman

By
W. M. CULP

As the schools and colleges and universities open in September after over a year of cessation of hostilities the problems of education in the country continue to be those foreseen at the close of the past school year but accentuated and more clear-cut. The deluge of ex-service men and women taking advantage of government assistance in acquiring further education toward degrees, or training in terminal courses toward a definite job, this year will number somewhere between one and two million persons. This number, in addition to the normal educational load, naturally has jammed educational institutions from coast to coast. The lack of adequate instructional staffs, classrooms, textbooks, equipment, and housing is acute in most large institutional centers. The men and women in charge of this educational problem have already done a tremendous job. Housing has been found, temporary classrooms have been established. Many institutions, such as that of the University of Southern California in Los Angeles, will run from eight in the morning until ten at night, with shifts of instructors handling some fifteen thousand or more students on a campus crowded with six or seven thousand persons. The University of California, with its eight campuses, will enroll some forty or fifty thousand, not including part-time extension courses, becoming in numbers probably the largest University in the United States.

In spite of all this pressure on the large institutions there still are many colleges of smaller rank that will in time be full to capacity. In California, the junior college enrollments have increased tremendously, so that it seems as though any person seriously desiring to secure an education is enrolled somewhere in the state. Even this past year's high school graduate in most cases has found a spot in which to continue further studies. Most cities and communities have found that the institutions in their midst have given preference to graduates of their own local high schools, especially if the enrollee could live at home while attending the higher institution of learning.

GI Student Caliber

The caliber of the greater proportion of the GI students in mental capacity and seriousness of purpose in the pursuit of further education has been more than encouraging to teachers and educational administrators. The first students enrolled from the government forces contained many of those first let out of the services with lesser mental stability whose scholastic endeavors showed little promise, but in later months the students have been those of the best trained youth of the land, and this has shown in a high degree of accomplishment and in a decidedly higher standard of grades. In any given class the new high school graduate and the mature GI student generally are far apart in the grade of work turned in. In many cases the instructor can separate the papers of the GI from that of the younger pupil with no army training and find that the GI is much higher in rating, because he has stability and has an incentive for securing good grades.

"Statewide University"

The University of California, with its eight campuses located at Berkeley, Davis, La Jolla, Los Angeles, Mt. Hamilton, Riverside, San Francisco, and Santa Barbara, keeps its students and alumni acquainted with its wide-spread activities through the publication "Statewide University." The July issue covered such topics as President Robert G. Sproul's statement that the atom bomb must be controlled and that the American Government is the most likely to be permanent. The University of California was stated to have pioneered the study of Atomic Energy. The announcement was made that Dr. Herman A. Spindt, manager of the University of California Bureau of Guidance and Placement on the Berkeley campus had been appointed Director of Admissions for the entire University. The announcement was made that construction of temporary buildings to house 126 married war veterans on the Berkeley campus and 210 on the Los Angeles Campus of the University of California were to be completed this past August 6. Final registration figures of the first summer session showed 7,967 enrolled on the Berkeley campus and around 7,000 on the Los Angeles campus.

Increased School Support

The California Teachers Association was successful two years ago in passing Amendment Number 9 to the State Constitution which made possible the raising of the minimum standard of all elementary teachers, both rural and urban, to $1800. This is one of the highest averages in the country. The C. T. A., in co-operation with the Parent Teacher Associations of the State, is now out to increase the allotments for school support at the next general election in November. If the proposed increases go through, California will lead the United States in State support of its public schools. Advocates of the increase in school monies are hopeful of a successful vote. They are pointing to the wide margin by which Los Angeles City passed a recent bond issue for $70,000,000 for new school construction. But with every city and county raising tax rates there is a

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
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Vol. LII, No. 6 September, 1946

suggestion that the issue is not yet won. In a recent bond issue election in Los Angeles County for a new courthouse, penal institutions, juvenile delinquency accommodations, improvements to the county museum, and the Otis Art Institute every issue lost. With the cost of everything rising week by week the citizens have become cost and tax conscious. Even now Boards of Education and trustees are reluctant to spend bond issues already passed for new construction because of the exorbitant costs. With the continued increase of California public school enrollments, many communities are at a loss as to what stand to take. Many places are installing double sessions until the time comes when building costs come within the limits of bond issues already passed.

San Diego Re-organization

Superintendent Will C. Crawford, of San Diego City, and his Board of Education have a bond issue for $10,000,000 up for decision at the coming November General Election. This money is to be used for new construction, and plans have been made for a new Central Administration Building to house all educational, business, and property departments to cost around $600,000. The site has not been selected yet but several are under consideration. Already Superintendent Crawford has made a re-organization of his educational set-up by establishing a Department of Instructional Aids under Director Robert H. Burgert, for the past three years Director of Visual Education in the San Diego city schools. This new Department of Instructional Aids combines under one head the Visual Education Department, the Public Schools Central Library, the Professional Reference Library, and will have the job of securing and distributing every bit of material of any kind for carrying out the educational program. Under this new organization the Curriculum Department will make its courses of study. It will then call upon the Department of Instructional Aids to give information as to what materials the city school system has on hand to put such a program into operation, to list further materials that could be secured by purchase, or to state that no materials or books are available or printed and whether the materials called for could be manufactured by the Department of Instructional Aids. With this data at hand the Curriculum department would modify or put its new courses into operation by calling upon the Department of Instructional Aids to furnish the materials needed. This is the first time that one department in a large city has had the responsibility of securing all instructional aids and seeing that they work in with the curriculum outlines. Director Burgert has a thorough knowledge of San Diego educational problems. A native son, he has had 14 years of teaching experience in San Diego as teacher, elementary school principal, and director of visual education. He is a graduate of San Diego State College and has degrees of M. S. and M. A. from the University of Southern California. When the new Central Administration Building is completed, every educational activity will be located there and the Department of Instructional Aids will be the center from which teachers will secure help in carrying out their projected courses of study.

U.C.L.A. Summer Session

The University of California at Los Angeles, during this year's Summer Session, had an unusually strong education faculty comprised of its regular staff and visiting instructors. Of the regular staff there were Edwin A. Lee and Lloyd N. Morrisett, professors of education, and Jesse A. Bond and John A. Hockett, associate professors of education. Dr. Bond was director of training of the Demonstration School and Dr. Hockett was associate director of training. Miss Corinne A. Seeds carried on her usual task as principal of the University Elementary School and of the Summer Elementary Demonstration School. Outside educators included such men as John A. Sexson, superintendent of schools of Pasadena, Dr. John S. Carroll, superintendent of San Diego County schools, and Dr. Clarence Fielstra, director of curriculum of San Diego County schools. Dr. Fielstra gave courses on the Supervision of Teaching and Problems of Adolescence. Dr. Carroll presented one course on State and County School Administration and the other on Legal Bases of Public Education in California. Miss Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, gave a three-weeks course on Practicum in Supervision for School Supervisors. Dr. Roy G. Bose, Curriculum Counselor, Santa Monica, public schools, California, presented work on The Principles of Education and Educational Measurements. Dr. Arthur Gould, formerly deputy superintendent, Los Angeles city schools, had a seminar on The Secondary School Curriculum.

Why Texts Cost More

Figures early this summer gave the following approximate rises in the cost of publishing textbooks. Cost of composition, 58 per cent; cost of electrotyping, 49 per cent; cost of printing, 45 per cent; cost of binding, 58 per cent. These were average costs the first of the summer and they have risen since. In many instances they are far below costs in many cases. Textbooks as a whole have risen in price the least of any of the materials needed for carrying on the educational program.

Summer Book Exhibit

The California Bookmen's Association held this last summer successful book exhibits at the University of California at Berkeley and at Los Angeles, Stanford University, and the University of Southern California. This was the first exhibit held during the past five years. Previous book exhibits had been arranged by the bookmen of the various companies. This year officers and committee members of the California Bookmen's Association made all arrangements and saw to it that some bookman was in attendance at all times at the exhibits. The Southern California exhibits were handled under the chairmanship of E. F. Burrill of Ginn and Company, with the assistance of committee members, E. C. Dudley, Lyons and Carnahan, Harry L. Kaiser, American Book Company, and Ned W. Hill, Row, Peterson and Company. Twenty-five companies exhibited at the University of Southern California and twenty-one at the University of California at Los Angeles. Companies exhibiting included the following, Benj. H. Sanborn and Co., (U. S. C. only), Scott, Foresman and Co., Silver Burdett Company (U. S. C. only), Allyn and Bacon, American Book Company, Ginn and Company, Gregg Publishing Company, Harcourt, Brace and Company, D. C. Heath and Company, Henry Holt and Company, Houghton Mifflin Company (U. S. C. only), Iroquois Publishing Company, Laidlow Bros., Lyons and Carnahan, The Macmillan Company, McCormick-Mathers Publishing Company (U. S. C. only), Prentice-Hall, Inc. (U. S. C. only), Rand McNally and Company, Row, Peterson and Company, Southwestern Publishing Company, Harr Wagner Publishing Company, The John C. Winston Company, World Book Company, Coronet Magazine and the McGraw-Hill Book Company (U. S. C. only).

Western School News

Edited by MORRIS WAGNER

NEGRO EDUCATOR RECEIVES STANFORD DOCTORATE

Dr. Albert Edward Manley, who is rapidly becoming one of the country's most outstanding Negro educators, this summer received his doctoral degree from Stanford University, with the thesis "An Evaluative Study of Ten Secondary Schools in North Carolina." Upon completion of his doctorate Dr. Manley returned to North

DR. ALBERT E. MANLEY

Carolina to begin work in his new position as Dean and Head of the Department of Education, North Carolina College for Negroes. Dr. I. James Quillen, Stanford University, under whose direction Dr. Manley worked for his doctorate, writes of their association: "Dr. and Mrs. Albert Manley are among the finest people whom I have known. Dr. Manley was an exceptionally fine student who not only did work of high quality himself but was a constant inspiration and help to other students. He took citizenship responsibilities seriously and spoke to many groups in the Bay Area on problems of intercultural education. Mrs. Manley was an able assistant in this work. I am sure that in his new position, as Dean and Head of the Department of Education, at the North Carolina College for Negroes, Dr. Manley will exert able leadership in the improvement of education in the South."

Dr. Manley was born in San Pedro Sula, Spanish Honduras, Central America. He attended elementary and high school in the states of Virginia and North Carolina, graduating from Stephens-Lee High School, Asheville, North Carolina in 1926. He received his B. S. in 1930 from the Johnson C. Smith University, Charlotte, North Carolina, and his M. A. from Teachers College, Columbia University in 1938. From 1931-1934 he taught at Stephens-Lee High School, and was principal of the school from 1935 to 1941 when he became State Supervisor of Negro High Schools in North Carolina.

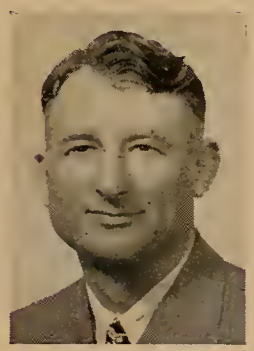
Walter A. Jack, San Mateo educator for the past seventeen years, was appointed superintendent of the elementary school district by the board of trustees July 26 to fill the unexpired term of the late Albion H. Horrall. Mr. Jack had been acting superintendent since May, and assistant superintendent of schools since 1945.

Mr. Jack graduated from Humboldt state college in 1926, receiving his B. A. there in 1937. He obtained his Master's degree at Stanford University in 1941, majoring in educational administration. Coming to San Mateo in 1929, he became principal of the old Peninsular Avenue School which was destroyed by fire in 1936. Since that time he has been principal of San Mateo Park and Turnbull schools.

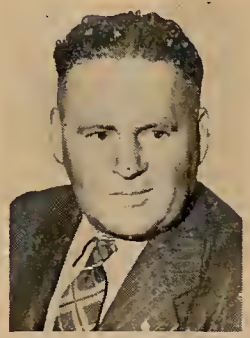
Mr. Jack is past president of the San Mateo County Principals' association and past president of the San Mateo Grade Teachers' association. He has a life membership in the P. T. A. presented by the Peninsular Avenue P. T. A.

The County Course of Study for San Mateo has been nationally acclaimed and curriculum work under Mr. Jack will be directed toward using this course of study to the best advantage in the classrooms.

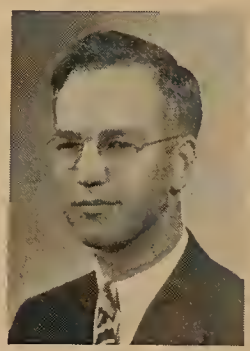
NEW SUPERINTENDENTS



WALTER A. JACK
San Mateo



DR. JAMES F. BURSCH
Sacramento



THEO J. NORBY
San Leandro

Dr. James F. Bursch, who has served as Deputy Superintendent of the Sacramento City Unified School District since 1940, was appointed to the position of Superintendent by the Sacramento Board of Education on August 26, succeeding the late Jesse R. Overturf. Dr. Bursch is a graduate of the Kansas State Teachers College at Emporia, Kansas. He did his graduate work at Stanford University, receiving his Master's degree from that institution in 1923 and his Doctor's degree in 1927.

Dr. Bursch's experience has been varied and extensive. He started his career as a teacher in the elementary schools in Kansas. After serving in World War I, he was a Professor of School Administration at the Oregon State College for 5 years. In 1928 he was appointed Director of Research and Student Personnel of the Sacramento City Schools. He was promoted to Assistant Superintendent in 1935 and Deputy Superintendent in 1940. For the past three years he has been on military leave, serving with the American Army of Occupation as Information and Education officer in Greater Hesse and Westmark in Germany. He held the rank of lieutenant colonel until he was released on July 1, 1946, at the request of the Sacramento City Board of Education.

The new superintendent will have the many problems of a growing city to meet. With a rapidly growing school population and the imminent annexation of large areas to the city of Sacramento, the need for a carefully planned building program is becoming increasingly apparent. Sacramento school population, which includes elementary, junior high, senior high and junior college, will probably surpass 23,000 during the school year 1946-47.

Theo J. Norby, formerly assistant superintendent of schools in San Diego county, is the new superintendent of schools in San Leandro, succeeding Earl B. Shoesmith, who remains in the school system in other capacities. Mr. Norby was the unanimous choice of the Board of Education from forty-five applicants for the position.

Mr. Norby is a graduate of the Western Washington College of Education, Bell-

ingham, Washington, and holds bachelor of science and master of education degrees from the University of Oregon. He has done graduate work at Stanford. From 1939-1945 Mr. Norby was superintendent of schools at Ashland, Oregon. In his recent capacity as assistant superintendent of the San Diego county schools, his responsibilities included work in the fields of finance, school law, school house construction, and school district reorganization. He also served in an advisory capacity to superintendents and boards of trustees and represented the county office at meetings and conferences. During recent summer sessions he taught at the Southern Oregon College of Education.

San Leandro at present has four school buildings, but a bond issue passed in 1946 voted $850,000 for the construction of three new buildings which will be started as soon as materials are available.

Madera Visual Director Resumes Position

Harry J. Skelly, Lieutenant Commander, USNR, has returned to Madera and civilian life to resume his position as Visual Education Director for the Madera County Board of Education. Commander Skelly entered the service in November, 1942, as a Lieutenant (junior grade) and was very active in the training program of the Navy. Except for his short tour of duty on a submarine chaser off the Atlantic Coast, Mr. Skelly's specialized training in the use of all types of Audio-Visual training materials was utilized by the Navy to its fullest extent. At the outbreak of the war, the recognition given to the need for rapid means of training the many young men needed to man the large number of ships to be constructed caused the Navy first to consider and then to adopt moving pictures and many other types of training aids as the answer to its problem. Through their use it was determined that the men learned 35 per cent more in a given time and were able to retain what they learned up to 55 per cent longer. It was also found that aside from creating interest in the concentrated courses, Training Aids served to make training uniform throughout the country.

Mr. Skelly was one of the sixteen original Training Aids Officers selected by the Bureau of Naval Personnel to survey the training needs of the various districts and submit them to Washington, D. C. After the needed training aids were produced they were then returned to the Training Aids Officers who had by that time organ-

HARRY J. SKELLY

ized large training aids libraries designed to serve the training activities and Forces Afloat in their respective areas. It was a tremendous job and was only accomplished through countless hours of hard work on the part of the experts, most of whom were taken directly from civilian jobs as educators in our leading educational systems.

Lt. Comdr. Skelly's experiences in the Training Division of the Bureau of Naval Personnel in Washington, D. C., as Training Aids Officer for the States of Pennsylvania, New Jersey, and Delaware, and his final assignment as Training Aids Officer in Southern California, have been very interesting to him professionally and have increased his confidence in the growing need for the use of audio-visual materials in the public schools. Madera County rural schools are fortunate in that they have been enjoying the benefits of a County Visual Education Department since 1938 when its value was foreseen by Howard L. Rowe, County Superintendent of Schools.

Civics Made Interesting

Angonette Crissey, retired Oregon school teacher, has written an interesting comment on the new civics text, YOU AND YOUR GOVERNMENT, a complimentary copy of which she received from one of her former pupils, Donald E. Skinner, now vice-president of the Harr Wagner Publishing Company, publishers of the text. "I have read YOU AND YOUR GOVERNMENT and have wished that I could both have studied such a text and taught from it. The usual book has been so uninteresting, and pictures and graphic illustrations have been so sadly lacking, that the subject has been one of the hardest to teach. After all, little teaching can be done unless one can *catch* the interest of the majority of the class. Eighth graders tire of having to go even to the school library for material. I can vision the interesting discussions that would have arisen had we had your text. There are many teen-agers who actually cannot get full meaning from a mere printed page. I looked at the small print of the text you probably studied the other evening, and then I put said volume in the fireplace. It did not burn as easily as the wood, but it made *good heat!*"

Speech Convention

The Western Association of Teachers of Speech will hold its annual convention in San Francisco on November 28, 29, and 30. All western states are represented in this organization which is con-

NEW HORIZONS IN TEACHING
Suggestions we hope you will find interesting and helpful

For Teachers Looking for Aids in Instructing Classes About the United Nations

Guide to class discussions. A 40-page pamphlet, "Teaching About the United Nations Charter", has just been published by the N.E.A. This pamphlet gives you seven teaching outlines, as well as other helpful information.

Radio broadcasts. Many might prove adapted to classroom listening.

Scrapbooks. These might be compiled as a year-long project, coordinated with English, Art, and Social Studies.

Assembly programs. Many local civic organizations are prepared to supply speakers for assembly or club programs.

• • • •

These suggestions were made by Dr. Belmont Farley, Director of Press and Radio Relations for the N. E. A.

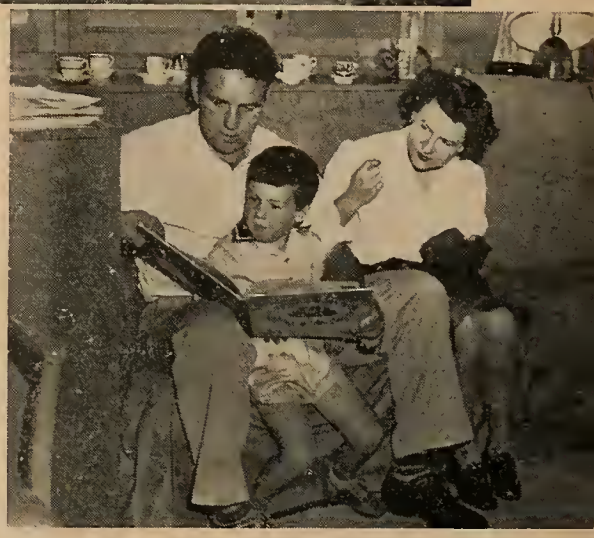
For further information about the pamphlet, or for a free copy of the U. N. Charter and definite assembly program suggestions, write directly to the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

We hope that the foregoing is helpful to you just as millions of people have found chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

AA-163

"Veterans Village," California Polytechnic college campus in San Luis Obispo, now includes this grouping of 75 movable one and two-bedroom houses and a trailer community of 75 units, housing 125 veterans' families like the attractive group shown in their condensed but livable home. This student, who served as an Army Air Force pilot, is now a dairy manufacturing major. His wife helps their G. I. allowance meet their needs by teaching second grade in the San Luis Obispo city schools. The college's normal enrollment of 900 students doubled this fall. Federal Housing Authority helped cope with the housing problems.



cerned with all phases of speech education from kindergarten level through college and university. The program for the convention will include speakers from several states. Discussions and demonstrations will cover a wide range of topics and fields of research. There will be a number of social features and a trip to Stanford University campus. The Hotel Whitcomb will be headquarters for the convention, and meetings will be held in the High School of Commerce. Mrs. Mabel F. Gifford, Chief, Bureau of Correction of Speech Defects, State Department of Education, is president of the Western Association of Teachers of Speech.

"Education In Peru"

"Education In Peru," a bulletin published by the U. S. Office of Education, reveals a modern program of study in the country's elementary schools which parallels California's elementary school program in a surprising number of respects. Instruction is described as "by the whole method (globalizacion)" and "revolves around three large 'vital areas' as centers of attention: home and school, the town, and the fatherland. The usual elementary school subjects are taught, not as separate departments of knowledge but as important elements or factors in the process of bringing about pupil understanding of the three 'vital areas.' During this period instruction and content undergo a horizontal or broadening development of things already known."

This bulletin is one of a series of basic studies undertaken by the U. S. Office of Education on education in a number of Central and South American countries under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation. The studies are part of a program to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of Inter-American education.

"Veterans Village" GI's Study; Wives Learn Homemaking

California Polytechnic College this summer developed a unique course in homemaking education for the wives of veteran students attending the non-coeducational college. What the young wives learned in special classes conducted jointly by the college and the state bureau of homemaking education was applied in solving everyday situations in their respective homes at the 125-unit on-campus "Veterans Village." The arrival on the campus of the state technical college last quarter of some 300 married students, some just newlyweds, not only complicated the college's housing problem, but also posed the problem of what could be done to aid the wives in their homemaking efforts. Although homemaking courses were a part of the original curriculum of the school when it was established in 1901, no girls have attended the college since 1928.

President Julian A. McPhee, who is also state director of vocational education, requested aid from Miss Bertha Akin, chief of the bureau of homemaking education, and Mrs. Clara P. Snyder, in charge of adult education for the bureau. Special courses were set up early in July with Mrs. Orma Farnham, adult education specialist, in charge. At the invitation of many of the wives, Mrs. Farnham visited a number of their homes, and reported she was impressed by their resourcefulness and ability in making these small movable houses and trailers cheerful and effective with a minimum of modern conveniences.

A survey of the married veterans at the college indicated that more than half of them had children under three years of age. The care of these children, the preparation of economical but nutritious meals, and the making and mending of clothing provides a real test for these student wives who must stay within the budget of their $90 to $110 G. I. allowance.

Hoover Library Studies Russia

Stanford University's Hoover Library on War, Revolution, and Peace has been granted up to $200,000 by the Rockefeller Foundation for a five-year program of Slavic studies, Dr. Donald B. Tresidder, president of the university, has announced. While utilizing the library's vast collection relating to all Slavic peoples, the program will be concentrated upon Russian studies. "The problem of understanding the Slavic peoples, and particularly the Russians, is very great," said Dr. Harold H. Fisher, director of the library and himself an authority on Russia. "Furthermore, the number of competent people in this field is very small. Consequently, our program has the dual purpose of increasing our knowledge of these peoples and of developing more Americans with special competence in this field."

WASHINGTON'S WANAMAKER IS ELECTED NEA PRESIDENT

Pearl A. Wanamaker, who has been associated with all major improvements in the State of Washington's school system for the past twelve years, both as legislator and as State Superintendent, and who was one of the four women educators appointed to General MacArthur's Education Mission to survey the Japanese educational system this past year, has been accorded the new and signal honor of being elected president of the National Education Association. Strongly supported by one hundred and one Washington delegates who traveled to the convention city of Buffalo, and backed by such slogans as "Win With Wanamaker," "Progress with Pearl," and "Pearl for President," Mrs. Wanamaker was presented to the 1800 delegates of the convention as a candidate highly qualified in all respects to be "First Lady of the Land" in education. The task before the Washington delegation was to contact all of the 1800 delegates and to *acquaint* them with Mrs. Wanamaker's record in education. For the record speaks for itself.

Mrs. Wanamaker has had a broad experience not only in the field of education but also in legislative leadership. After teaching in a one-room school, in a graded elementary school, and in a small rural high school, Mrs. Wanamaker was elected to the State House of Representatives in 1929 and was released from her classroom teaching to serve during that session. Reelected in 1933 and 1935, she was then elected to the State Senate in 1937 and 1939. As a legislator she led the fight for all major improvements in the school program of the State during that period. As a result of her outstanding work for education, she was elected to serve as a county superintendent of schools and for two terms as Superintendent of Public Instruction of the State of Washington.

During Mrs. Wanamaker's administration school support in Washington has doubled, likewise, teachers' salaries. Equalization has spread costs and provided equality for rich and poor alike. Teacher tenure and sick leave, now covering 90 per cent of teachers, have reached an all-time high.

In addition to her outstanding ability as an educator, Mrs. Wanamaker has the best qualities of leaders in every walk of life. Mrs. L. O. Anderson, classroom teacher of Chelan, in placing Mrs. Wanamaker's name before the NEA delegates, stated: "As a woman with heart, soul, and brains, Pearl A. Wanamaker is 'tops.' She knows education from the grassroots up, for she has manned every post from rural schools to the top. . . . Mrs. Wanamaker knows schools. She knows people. Best of all she is human. Back of all these achievements there's a warm heart and scintillating sense of humor." It was this quality as expressed in Mrs. Wanamaker's writing that led *The Western Journal of Education* to ask permission to reprint in its December, 1943, issue a brief but moving article entitled "The School Front." In this article Mrs. Wanamaker captured the essence of the warm human relationship between the sincere American teacher and the typical American schoolboy who grew up with the idea of "helping the little guy" and demonstrated his ideals on such battlefronts as New Guinea.

Next month *The Western Journal of Education* takes pride in presenting Mrs. Wanamaker's vital and interesting account of the work of the American Education Mission to Japan.

WASHINGTON ADMINISTRATORS MEET ON MT. RAINIER

Washington State's first annual Summer Conference for school administrators was held June 17-22 at Paradise Inn, Mount Rainier National Park, with more than 300 administrators and guests in attendance. The conference was planned and sponsored by Pearl A. Wanamaker, State Superintendent of Public Instruction, and her staff, and marked the first time in the State when administrators gathered at a vacation resort for a conference period. Questionnaires distributed to the conference visitors testified to the success of the choice of location and requested a vacation resort location for next summer's conference.

Banquet programs were held in the dining room of the Inn, and, while the fires in the huge fireplaces of the dining room and lobby and the colorful flowers and candles lent warmth to the atmosphere, the snow banked to the eaves of the Inn provided a striking contrast. Even the weather man cooperated in making a successful conference, since most of the days were beautifully clear and sunshiny. Late-leavers on the last day of the conference found themselves driving down the mountain in a mild flurry of snow, however.

Outstanding national speakers were invited for several of the banquet and luncheon programs, but no one of them received more praise from the conference members than the first speaker, Dr. Richmond Barbour, director of child guidance in the San Diego Public Schools. His talk, "Let's Look at the Children," contributed materially to the gain received from the conference program. Dr. Barbour remained to participate informally in panel programs later in the week.

Dr. Frank Oppenheimer from the University of California spoke at the Monday evening banquet on "The Impact of Atomic Energy on Social Development." Dr. Oppenheimer, who worked on the atomic bomb detonation in New Mexico, presented the scientist's unequivocal picture of world disaster if atomic energy is not controlled by an international commission.

Representing the United States Office of Education, Dr. Howard R. Anderson addressed the conference twice on "The Key to World Peace—the Relations of the United States and the Soviet Union" and on "Social Studies in the Modern Curriculum."

The fourth nationally known speaker, and one of the outstanding educators of the Pacific Coast, was Dr. John Paul Leonard, president of San Francisco State College. He spoke at the banquet Friday evening, selecting for his topic "We of Little Faith." He also addressed the conference visitors at a general meeting, when the title of his address was "Let It Be Known."

Evening programs combined in nice measure the more serious aspects of education and the recreational features. Following the banquet program, Mrs. Wanamaker addressed the group in an informal gathering before one of the big fireplaces in the lobby. She shared with them the interesting features of her recent trip to Japan as a member of the Education Mission and related the conclusions reached by that Mission.

Conference visitors expressed themselves as having gained much practical help and inspiration from the panel discussions and from the general discussions of the conference. It is the plan of the State Office to compile a reasonably comprehensive review of the proceedings at the conference for distribution. These proceedings will include condensations of the main addresses, summaries of the panel discussions, and the content of resolutions adopted.

During a business meeting at the conclu-

(Continued on page 12)

THE HOUSE OF HEATH — ITS LIFE STORY

Sixty-one years ago Daniel Collamore Heath withdrew from the partnership of Ginn & Heath to set up his own firm. As part of his share in the assets he took with him a small but significant group of books, six for foreign language study, thirteen in science, one in what we would now call "vocational education," and four in pedagogy. He shortly announced a further list of "books in preparation," which contained six in science, three in history, and six in pedagogy. The two lists show Mr. Heath's shrewdness in foreseeing, back there in 1885, the trend of education away from the classics towards science, history, and modern languages and also the future emphasis on professional teacher-training.

That progressive policy has continued under Mr. Heath's successors in the presidency of the Company: William E. Pulsifer (1910-1927), Winfield S. Smyth (1927-1937), Dudley R. Cowles (1937-1946), and Marvin B. Perry (1946-). At the same time there has been constant emphasis upon the national character of the House. Branches were established at New York and Chicago in 1887, at San Francisco in 1920, at Atlanta in 1922, and at Dallas in 1927.

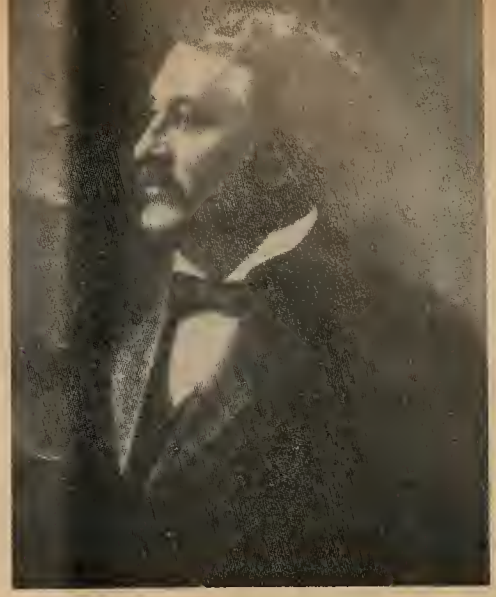
In 1934 Heath added to their list the large modern language series of the University of Chicago Press. Modern languages have, in fact, played an increasingly important role with Heath. During World War II the Government turned to Heath for guidance in constructing Army Courses in Spoken French, Italian, Portuguese, and Spanish, civilian editions of which are now being used in schools and colleges.

Mr. Heath's first announcement was a modest four-page folder. Within five years the catalog had become a book of 196 pages. From 26 titles the total had jumped to 183 already published or in preparation. In another five years the total reached 406. At present there are about two thousand active titles on the list, meeting the needs of every grade from the first through college and covering a bewildering variety of subjects. The modern languages have always held a prominent place; who, indeed, has not learned his French from Fraser and Squair, his German from Joynes-Meissner, and his Spanish from Hills and Ford? But, for that matter, who has not learned his algebra and geometry from Webster Wells, Walter W. Hart, and William L. Hart, or his history from Hutton Webster?

Sales figures, quoted from old record books still in continuous use, show that one of the greatest successes in the early days was Mary F. Hyde's English series, which had more state adoptions than any other English series ever published, with a sale of over eleven million books. That huge total is already nearly equalled by J. C. Tressler's famous *English in Action* series, which offers a complete, well-integrated language arts program from the third grade through the twelfth. Another influential English series is the Woolley and Scott *Handbooks,* which have already reached a total of over nine million sales and are in greater demand than ever. Other best-sellers include the Hart mathematics texts, whose sales amount to more than eight million. In the last five or six years over half a million copies of the Kany *Conversation Booklets* in different languages, by Charles E. Kany of Stanford University and his collaborators, have been sold.

MARVIN B. PERRY
President, D. C. Heath and Company

These figures, and others equally impressive that might be cited, indicate that D. C. Heath and Company in its sixty-first year is more vigorous than ever. There is still further evidence in the great expansion of the staff within the past three years, with new departments added to give special attention to texts for the elementary grades, and for vocational and commercial education, physical and biological science, and specifically college subjects. The purchase of Little, Brown and Company's entire list of school and



DANIEL COLLAMORE HEATH
Founder, the House of Heath

college textbooks gave Heath the entry into and a prominent position in the home economics field.

Leading the new elementary program came the basal *Reading for Interest* series. Notable authors of children's books, expert educators, and illustrators distinguished for their fine work in juvenile publications have collaborated effectively in providing a content of deep interest to children which at the same time assures steady growth in reading skill. Dr. Paul Witty, Northwestern University, is consultant for the whole series.

The new elementary *History on the March* series, for which Allan Nevins is chief consultant, will be equally successful, if one may judge from the reception given to the first book to appear, Gertrude Hartman and Lucy Saunders's *Builders of the Old World,* which was published last January. Hartman and Ball's *America—Land of Freedom* will be ready this fall, and four others will follow.

The "invitation to learning" thus provided for language, literature, and history is continued in the *Spelling to Write* series of Wheeler and Moore; *Our Growing World* series by Lucy Sprague Mitchell; the *Number Readiness* series by Campbell, Wren, and Osburn; the eight practice books in the *Arithmetic for Use* series by Wren, Randall, and others; and the *Health-Safety-Growth* series by C. E. Turner and others.

All these are, of course, merely samplings from the present comprehensive Heath list, which has always preferred quality to quantity and has attained its high level through a keen understanding of American educational backgrounds and needs. The Company is not resting on its well-earned laurels from the past but is eagerly taking up the challenge presented by the unprecedented demands of American teachers and pupils in this post-war era.

Library News

Edited by MABEL R. GILLIS, State Librarian

INTERESTING VOLUME IN SUTRO BRANCH, CALIFORNIA STATE LIBRARY

By William E. Parker*

Not many Californians know that they, as citizens of the State of California, own a unique library of rare books and manuscripts and valuable historical source material, the Sutro Branch of the California State Library. This library, located in the San Francisco Public Library Building in the Civic Center, contains all four editions of the Shakespeare folios, an early edition of Chaucer, several thousand sixteenth and seventeenth century books, about fifty incunabula (so-called because they were printed before 1501 and are thus "cradle-books"), a very large collection of English broadsides of the seventeenth century largely, English political pamphlets for the sixteenth through the eighteenth centuries, a collection of Mexican pamphlets and periodicals of the eighteenth and nineteenth centuries which has been very highly praised by scholars, curious maps of sixteenth, seventeenth, and eighteenth centuries, and many other valuable items of interest to the general public as well as to the scholar. The State Library welcomes any individual who is particularly interested in any of these subjects.

One of the curious items in the Sutro Branch, which may be of more interest to the general public, is a beautifully bound autograph album containing autograph letters from *Lord Nelson, Napoleon, Samuel Taylor Coleridge, Lafayette,* and numerous actors and artists of note in the 19th century, including *Richard Brinsley Sheridan* and *Sir Edwin Landseer.* The discovery of this album was very exciting to the staff members at Sutro.

The first Nelson letter was written in the fall of 1803 when Nelson was in command of the British squadron in the Mediterranean. From July to the middle of December, 1803, the *Victory,* Nelson's flagship, was patrolling the coast off Toulon and waiting to engage the French fleet. The letter which follows shows his state of mind at the time. Note what a fine example it is of how to refuse without giving offense.

Victory off Toulon, Dec. 6th, 1803

My dear Sir:

Where your letter of July 10th has been travelling to I cannot guess, but it only reached me Nov. 24th. It has I assure you given me sincere pleasure and I only wish it was in my power to prove my sincere thanks for your constant and uninterrupted kindness by by (sic) being useful to your nephew—but I am so tight laced by the Admiralty that I see no chance of promoting half those who came out in the Victory—but times *may* arrive and I will not forget him. You are the only one who has been good enough to tell me anything of Partys or politicks. By this time what you foresaw is I have no doubt verified. Mr Pitt's conduct to Addington has done him no credit.

By the French papers I can have no doubt but Buonaparte has made his attempt to land in England and more than that he can never accomplish it—if we are true to ourselves. And at all events, if we want changes, we can do it ourselves without their infernal help. But I have no fear: (*John Bull hates a Frenchman*) and I hope the destruction of Buonaparte will give us a solid and honourable peace.

My friends in Toulon keep me very long waiting, but some happy day I trust they will amply repay us for all our trouble. I have now been near 7 Months at sea but I have no desire for the shore—except England—& I have made up my mind that the vagabonds shall not tire me if it is for 7 months more. Whilst I serve I will do it most strictly. When I want the shore I wish to have nothing of ships to think upon. But whether at sea or on shore I always hold myself, my dear Mr. Wilbraham,

Your much obliged friend,

Nelson & Bronte

Roger Wilbraham Esq.

Nelson's signature changed in form several times. At first he was plain Horatio Nelson; then as he grew better known he signed himself simply Nelson. After the Battle of the Nile, when he managed to defeat the French fleet under Admiral Brueys at the mouth of the Nile River, he was created Baron Nelson of the Nile, in October, 1798, and signed himself Nelson of the Nile. The next year Nelson was instrumental in restoring to power the King of Naples and Sicily who conferred upon him the title of Duke of Bronte, referring to an estate in Sicily. For a time afterwards, Nelson signed his letters Bronte Nelson, and subsequently, Bronte Nelson of the Nile. The signature affixed to the letters here quoted was adopted by Lord Nelson after he was advanced in the peerage to be a Viscount in the spring of 1801, and was the final form of his signature.

The last of March and the first of April, 1805, Nelson, on board the Victory, was in the Bay of Palma on the coast of Sardinia, taking on provisions from transports sent out for that purpose. On April 3rd he received news that the French fleet had sailed, and he set out in search of them that same morning. The letter quoted below was written the day before the Victory sailed, indicating that the transports had not been entirely cleared at that time.

Victory, April 2nd, 1805

My dear Boyle,

When the transports arrive you will compleat your provisions to three months, except bread of which if the allowance is not sent out for two months you must only take a proportion and continue your people at ⅔ allowance, but if the Agent Victualler has sent out the quantity ordered you, you put your people to whole allowance and compleat your bread.

Yours faithfully,

Nelson & Bronte

Honourable Capt. Boyle

A marked deterioration in the quality of handwriting in the sixteen months which elapsed between the two letters is apparent, probably resulting from the fact that Nelson's sight was failing rapidly, although he was only 46 years of age.

Nelson's remark in the first letter that "if we want changes, we can do it ourselves without their infernal help" strikes the modern reader as a very pertinent illustration of that desire of Englishmen for non-interference on the part of others which may have saved the whole world from going down under the heel of nazism.

Samuel Taylor Coleridge, with the expense of opium added to that of a wife and family, seems to have been in financial straits occasionally, if the letter quoted below is any indication.

*Formerly a member of the staff of the Sutro Branch; now Librarian, California School of Arts and Crafts, Oakland.

Thursday afternoon [no date]

Dear Dawe,

Tell me, if it will be any difference to you whether I return the 10£ on Saturday or today. I should treat you unkindly, if I did not say that the difference *may be* about 20£ to me, but which I would far rather give up than forfeit my promise to your inconvenience.

When I see you, I will explain to you the particulars—in truth, a mere *Bargain* between Bookseller and Author, in which I honestly do wish not to be so completely *bit,* as I have hitherto been—But on the other hand I *conjure* you, if it will make the *least* difference, to let me know it—& you shall have the money this evening.

Yours sincerely,

S. T. Coleridge

Lafayette, like Lord Nelson, was appealed to by all sorts of people to exert his influence in their behalf or in behalf of their friends and relatives. During the period of Napoleon's first imprisonment at Elba, Lafayette lived quietly at La Grange. The letter quoted below shows that he, although a master of the art of polite refusal, took a deep interest in the lives of his friends.

[Translated by W. E. P.]

La Grange 15 October 1814

Madame

It is a consolation for me, in the misfortune which we have experienced, to receive the witness of your kind remembrance. I would have liked the pleasure of expressing to Mr. Dawe all my appreciation of his merit and of your interest in him, but Alexandre has not yet found a place to live. He will surely write to me as soon as he has made that interesting discovery. I will take advantage of my first trip to Paris to look up Mr. Dawe.

I agree with all my heart, dear Madame, with your feelings for Alexandre and with your desire to see his talents better employed and his lot happier. If the idea relative to Lord Holland had been sent to me sooner, I would have spoken to him about it. He is in Italy at present, and without giving up your plan, I believe it much more difficult to act upon today than if I had been able to explain it here myself. Several months ago I made some inquiries about the career in Foreign and Consular Relations. I should see Alexandre before the end of the month. We shall talk together, at first of you, dear Madame, which will be for both of us a sincere pleasure, then of your plans and of his affairs. You should be as sure as he of the pleasure I would find in improving them.

Accept, Madame, my gratitude at all the sentiments which connect me with the attentions as well as the affections of your heart, and allow my most tender wishes for you and your family to join with the expression of my affection and respect.

Lafayette

[Unfortunately the envelope is missing and we have not yet discovered the name of the addressee.]

The autograph collector who owned the album before Mr. Sutro acquired it was a nineteenth century water color artist named George Barker. Some of the letters in the album indicate that Mr. Barker also cleaned and restored oil paintings for galleries and individuals. His clientele included some of the nobility in England, and his circle of acquaintances seems to have been wide, taking in actors, politicians and writers, as well as artists.

The binding of the album is full morocco with gold tooling in a fern design. Apparently, it has passed through several hands, since the engraving on the front of the binding reads *The Earl of Sefton* whereas *Photographs By The Late Earl of Craven* is engraved on the back.

Mr. Sutro probably bought the album in London at auction at the same time that he purchased a great many of the other items now in the Sutro Branch.

Dr. C. C. Trillingham, superintendent of Los Angeles County schools, in the interests of better teaching in the County schools, this past summer held a number of Summer Workshops for Teachers at the County offices located at 808 North Spring Street, Los Angeles, and at the San Marino Junior High School, South Pasadena. The Workshops were conducted by members of the staff of the Division of Elementary Education of the Los Angeles County Schools. Mrs. Frances Daywalt gave courses in Calcimine and Clay, Primary Construction, and Map Construction. Miss Florence Stratton presented Manuscript Writing. Miss Bessie Stachfield had work on Musical Instruments. Miss Grace Adams had a course in Independent Activities. Miss Kate Houx aided in the Workshop on Map Construction.

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Dr. J. Harold Williams, professor of education and director of summer sessions for the University of California, was this last July named acting provost of Santa Barbara College by Dr. Robert G. Sproul, president of the University of California. Dr. Williams succeeds Dr. Clarence L. Phelps, head of the Santa Barbara institution since 1918. Dr. Williams is accepting the post only for the interim period between the retirement of Dr. Phelps and the appointment of a new Provost. Dr. Williams will then return to his University duties.

Washington Administrators Meet

(Continued from page 8)

sion of the conference, resolutions recommending at least a $500 increase in the general level of teacher salaries and requesting that $20,000,000 be earmarked by the Washington State Development Board for school building purposes were unanimously adopted by the school administrators.

Out of 39 counties in the State, only five were unable to send administrators to the Summer Conference. Inasmuch as this is the first such event to be held, committees in charge were gratified by the attendance, the enthusiasm and the general response to the program and diversions. Many visitors who planned to stay only a day or two extended their reservations to cover the entire week. King County's representation was the largest with Pierce, Thurston, and Kitsap Counties sharing runner-up honors.

"Henry V" with Olivier

Mail orders are now being accepted for the only Northern California engagement of William Shakespeare's "Henry V," which begins Monday evening, September 30, at the new Stage Door Theatre, 430 Mason Street, San Francisco. The Technicolor film, starring Laurence Olivier in the title role, is sponsored by the Theatre Guild. It will be shown twice daily, including Sundays, with all seats reserved. Prices are $2.40 for evening performances and $1.80 for matinees.

"Henry V" marks a distinct departure in the production of a Shakespearean play. In many ways it is a "photographed play" which shifts to motion picture technique whenever the scenes demanded by Shakespeare are too vast in size and importance to be portrayed adequately in a playhouse. The film has all the flavor and humor of the famed Globe Theatre in which so many of the Bard's plays were first performed. In fact, this production begins with a performance of "Henry V" in the Globe Theatre.

The film has received enthusiastic acclaim in all five American cities in which it has thus far been shown. It had its American premiere in Boston 23 weeks ago and is still playing there. It is also being exhibited in New York, Los Angeles, Chicago and Baltimore.

In addition to his title-role chores Laurence Olivier also produced and directed the film in England. Many players in the cast are members of the Old Vic Company which recently flew from London to New York to present a repertory of plays which was a highlight of the Broadway theatrical season.

The WESTERN JOURNAL OF EDUCATION

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ROY E. SIMPSON
State Superintendent of Public Instruction, California

October, 1946

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FISHES, CRUSTACEANS, AND MOLLUSKS CAUGHT FOR FUN OR FOR FOOD

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CALIFORNIA TEACHERS ASSOCIATION

THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made for themselves a real profession in California.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater State support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.

The dues of California Teachers Association are $6 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association, which deserves the support of everyone interested in a good public education program in California.

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Superintendent of Schools
Richmond

State Executive Secretary
ROY W. CLOUD
600 Market Street
San Francisco 4

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CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 660 Market Street, San Francisco 4

Jottings of a Traveling Bookman

By
W. M. CULP

Teacher Remuneration on the Increase

If one reads the signs aright, the teaching profession as a whole and teachers in particular are on the verge of coming into their own from the standpoint of receiving commensurate remuneration for the time consumed in becoming trained and proficient in their calling. From coast to coast we see articles printed and hear of talks recorded demanding that the teacher and public education be more fully supported from the monetary point of view. Great stress is laid upon the lack of trained teaching personnel. Teacher training institutions during the recent war were vastly depleted. They are now trying to increase their enrollments. If they are not successful a much more serious teacher shortage will result several years from now. There are plenty of persons qualified now to accept teaching positions if they so desire, but they do not wish to fill the small country positions that are poorly paid. Around, and in, our large metropolitan centers are many persons who could fill teaching jobs, but who will not go to the country to accept what is now paid. States like California, Nebraska, Iowa, and Illinois are this year attempting to raise the standards of pay to the teachers.

The most ambitious program so far is a State Constitutional Amendment in California that if passed will add some $125,000,000 to the State School Budget with its appropriation of $120 for every kindergarten, elementary, secondary and junior college student in the State. The idea of the Single Salary Schedule is gaining ground, and the time seems to be ripe for education to gain fuller financial support.

With these considerations in mind the city of Chicago is looking for a new superintendent of schools, and the members of the City Board of Education of that city are stating that there should be no limit to the amount to be paid to secure the man fitted to do the educational job in Chicago. Raises in teacher schedules are also being advocated in that city. At present New York City pays its superintendent of schools $25,000, the highest superintendent's salary in the country. Chicago is advocating that it pay even more, if necessary, to secure the right man though this would be more than the $18,000 they pay their Mayor Edward T. Kelly.

Reno's "Other Side"

Reno, Nevada, labels itself the biggest little city in the world, and it is. Reno has the feel and bustle and ado of a far vaster metropolitan center in spite of a population this side of 35,000. In fact, it is the rendezvous of a state of vast acreage that still has a population of less than 150,000. Reno lies at the foot of towering Sierra Nevada mountains and the road that curves over the summit is only 30 miles west of the city and over 8,000 feet up. The clear waters of the Truckee River rush through the center of town. Sparks, a Southern Pacific division headquarters, abuts it on the north and through its yards nightly shoves some twelve to fourteen hundred railroad freight cars. Reno is a city of two parts. One one side of the tracks in its downtown section are stores, hotels, and gambling halls, crowded day and night. On the west of the tracks are the homes of the greater majority and the Campus of the University of Nevada. South toward the foothills are further homes and newer subdivisions and the location of the future city's greater growth.

While in story Reno is the site of divorce and games of chance, it is at heart a city of homes and steadfast American virtues. Its public education system is on the advance. Earl Wooster has been its superintendent of schools for the past three years. Previous to that he was for eight years principal of the Reno High School. He knows his city and he knows his pedagogy. This past year the Reno City Board of Education and Mr. Wooster led in the campaign that saw the passage of a $1,500,000 Bond Issue for new school buildings. Already a sixty-three acre site has been secured for a new high school, and over a million dollars is planned to be spent on the new high school building. In addition, plans are under way for a new $250,000 elementary school. A new administration center, called the Babcock Administration Building, formerly housed all of the kindergarten children of the city. The kindergartens are now established in each of the elementary schools of the city. The Babcock Building was renovated for school board use, with offices for all of the supervising and operating personnel of the educational system.

This summer the Board and Superintendent Wooster inaugurated a new administrative set-up. The office of Comptroller was established to handle all of the financial matters and physical properties of the system. Darrell Swope, principal for some years of the North Side Junior High School, was appointed to this new position. Two other new positions added were that of Attendance Supervisor, filled by Neil Scott, former junior and senior high school teacher, and that of lunch supervisor for all of the city's schools, with Mrs. Ruth Wagner in charge. C. L. King, vice-principal of the North Side Junior High School, was promoted to the principalship of that school. Roger Corbett is in his third year as principal of the Reno High School. He formerly was superintendent of the Winnemucca, Nevada,

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
Founded in 1895 by Harr Wagner

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schools. Ralph Warren is principal of the B. D. Billinghurst Junior High School, and the elementary supervisorship is handled by Rolland T. Ross, for years one of the outstanding educational leaders in Nevada. Around 3825 pupils are enrolled this year in the Reno system, which comprises five elementary schools, two junior high schools, and one senior high school. Teacher salaries have been raised, and the Reno Board of Education is looking to the State Legislature to increase its school revenues either by setting new taxes or increasing its allotments of state funds.

Nebraska Teachers Seek Increased Support

The Nebraska State Teachers Association under the Presidency of Dr. Earle W. Wiltse, superintendent of the Grand Island, Nebraska, schools has undertaken a campaign to raise the State support of schools in Nebraska. A School Amendment with that purpose in mind is in process of vigorous campaign.

Nebraska has no state sales tax. Nebraska has no state debt. Its state taxes are among the lowest in the country, and the state officials pride themselves on running an economy government. The teachers claim that economy in government is excellent but that a too parsimonious support of public education is not conducive to the best interests of all of the citizens of the state. In this era of teacher shortage, the Nebraska State Teachers Association claims that Nebraska heads the list in emergency certificates. They state that there is a greater proportion of teachers on emergency substandard certificates than in any other state—yet Nebraska is one of five states having the lowest teacher qualifications. They claim that Nebraska ranks lowest in state support of local schools. They aver other states furnish an average of one-third of the school costs from state revenues whereas Nebraska furnishes 1.05 per cent.

The School Amendment proposed is for the purpose of bringing Nebraska up to the average. It is claimed the state offers unequal opportunity for pupils since many districts furnish only the poorest schooling with the maximum levy while other schools now furnish the best with one-tenth as much levy. It is stated that Nebraska ranks highest in the percentage of school costs charged to property owners. This percentage in Nebraska is 93.5 per cent. The School Amendment calls for shifting one-third of this cost to other groups in the state. The Teachers Association believes that all citizens should support the schools. If the School Amendment passes, the state will have to find funds for some $8,000,000 to distribute to the various school districts. The teacher groups hope for the success of the School Amendment in the coming November election but are having serious opposition from many newspapers, Chamber of Commerce, and union groups. The proposed amendment calls for the Legislature to provide for free instruction in the common schools of the state of all persons between the ages of five and twenty-one years, and provides that it shall raise revenue from sources other than a tax on real property, in a sum not less than $40.00 per year per pupil attending the common schools of the state to a number determined by the average daily attendance of the previous school year. The sum is to be distributed as follows: (1) twenty-five dollars for each pupil in average daily attendance in the schools; (2) two hundred dollars to each school district whose tax levy in mills for the previous school year is the average, or more, for school districts of its class as provided by law, but in no event shall any portion of the two hundred dollars make the aid provided by this Section greater than one-half of the previous year's current operating costs; (3) the remainder of the sum is to be distributed to school districts as the Legislature may direct to equalize educational opportunity in the state.

Double Standard for Teachers

Dr. Francis Brown, executive secretary of the President's Commission on Higher Education is reported to have stated, "Any moment now school teachers may be allowed to act like human beings." He says almost every community has a double standard. One is for the way teachers must behave, in and out of the classroom. The other standard is for regular people. Dr. Brown said that two developments may come from the school teacher shortage—more pay for teachers and more freedom for teachers. He stated, even now, there are 127,000 teachers, mostly in one-room schools, who make seven hundred dollars per year or less. He continues, even counting in the city aristocrats, the average teacher's salary is but $1,900 a year. He believes that if teachers do not get more pay and freedom the shortages will get shorter, as half of those going to teachers' colleges do not intend to teach, while in another three or four years the war's bumper baby crop will be starting to school.

Changes in Iowa Superintendencies

The State of Iowa has this year seen more changes in major city superintendencies than there have been for many years. Gerald W. Kirn, principal of the Abraham Lincoln High School of Council Bluffs, Iowa, for the past twenty-seven years, succeeded to the superintendency of that city this past July 1. C. L. Crawford, the former city superintendent, has accepted the presidency of the Mankato State Teachers College at Mankato, Minnesota. Superintendent Kirn is thoroughly cognizant of the problems confronting a superintendent of schools in Council Bluffs because of his long association with the residents and pupils of the city. With a population of 43,000 the city has a school enrollment of approximately 7900, a teacher corps of 270, seventeen elementary schools, and two senior high schools. Clyde C. Parker, for the past three years superintendent of the Moline, Illinois, schools, this summer accepted the superintendency of the Cedar Rapids, Iowa, schools. At the same time the Board of Education established the position of Director of Curriculum and appointed Hale C. Reid, for many years elementary supervisor of the Dubuque schools. M. T. Nodland, superintendent for the past three years of the Ames schools, last July became superintendent of the Sioux City schools. Joe L. Gettys moved from Harlan to the superintendency of the Atlantic schools. J. C. Hoglan moved from the superintendency of Cherokee to the superintendency of the Marshalltown schools. Steven W. Watkins succeeded M. T. Nodland as superintendent of Ames schools.

New Omaha Superintendent

This past spring the Omaha, Nebraska, Board of Education was without a superintendent of schools when Dr. Hobart M. Corning moved to Washington, D. C., to accept the superintendency of that city. To fill his place the Board secured Harry A. Burke from Great Falls, Montana. Superintendent Burke is not unacquainted with Nebraska school matters since before accepting the Montana superintendency some three years ago he had been an outstanding superintendent of schools at Kearney, Nebraska. Omaha has for years been hard pressed to secure sufficient funds to run an adequate school system because of a low tax rate. It is hoped that the School Amendment up for decision this next November will make financing of its city's schools more substantial.

Western School News

Edited by MORRIS WAGNER

ALAMEDA COUNTY INSTITUTE

ALAMEDA COUNTY SCHOOLS held a three-day Institute at the request of principals September 3-5 at Hayward High School. Under the direction of Mrs. Ethel S. Ward, Coordinator of Instruction, the Institute was planned to further the Instructional Program of the County. Curriculum and Guidance were stressed. This institute, coming before the opening of school, featured the introduction of a new *Instructional Guide* for the elementary teachers and assisted in the induction of teachers new to the County.

Vaughn D. Seidel, County Superintendent of Schools, presided at the opening session when Miss Helen Heffernan, Chief of Division of Elementary Education, California State Department of Education, spoke to Elementary and High School teachers on "The Teacher in a Democratic Society." Following her address Dr. I. James Quillen, Professor of Education, Stanford University, presented "The Curriculum in a Democratic Society."

Among other speakers at the general sessions of high school and elementary teachers which were held each morning were Edward Wetmore, Director of Accident Prevention, Key System Transportation and Lloyd D. Luckman, Director of the International Center, San Francisco. George Sheviakov, San Francisco State College, addressed the group on "The Teacher's Place in the Guidance Program," and on the same program Dr. Roy McCall, College of the Pacific, enlarged on the guidance program from the point of view of speech correction.

Afternoon meetings were in small workshop groups. Elementary teachers considered the *Instructional Guide,* social studies units were presented by grades following the new social studies framework set by a committee of county teachers. The special subjects, art, music, and physical education, received special attention. All of these meetings were conducted by county staff members and teachers, with the assistance of Dr. Lois Meek Stolz in primary education.

High school teachers were led by Dr. J. Paul Leonard, President of San Francisco State College in the study of the curriculum. Hayward High School and Emeryville High School reported on curriculum plans. Health, Guidance, and Vocational Education were discussed by panels composed of High School teachers and administrators.

In Memoriam

WILMA G. CHEATHAM, Director of Research and Reference for the Contra Costa County Schools, who had been ill since last April, died on October 4. Miss Cheatham had served the Contra Costa County schools for nearly twenty years, and the absence of her vital personality and her intense interest in working for the schools will be felt as an acute loss by her friends and co-workers. Before serving as Director of Research, Miss Cheatham had been principal of the Lincoln School in Lindsay, and principal of the Intermediate School, as well as vice-principal of the Junior High School, in Antioch. A native of California, she received her training at San Jose State College, the University of California where she received her B. A., and Teachers College, Columbia, where she obtained her M. A. Miss Cheatham is the author of *The Story of Contra Costa County for Boys and Girls,* published by Harr Wagner Publishing Company for use in the Contra Costa Schools.

EARL G. GRIDLEY's sudden death comes as a distinct shock to school people throughout the state. Mr. Gridley, who was Executive Secretary of the Bay Section, California Teachers Association, and Director of Placement, C. T. A., died without previous warning or illness on the morning of September 22. Mr. Gridley had been associated with the CTA for many years, and his kindly personality and efficient service will be greatly missed in the school world.

WILMA G. CHEATHAM

EARL G. GRIDLEY

A MILLION CHILDREN ARE READY FOR SCHOOL BUT . . . WHERE ARE THE TEACHERS?

Enrollment in California's elementary schools will be DOUBLED within the next eight years, just as California's population has jumped more than 2,000,000 during the past six years—and is still increasing. But the number of candidates for teaching credentials in California teacher-training institutions has dropped to about ONE-THIRD of the pre-war average. Thousands of teachers have quit the profession because salaries are hopelessly inadequate, and young people in colleges and universities refuse to enter training for the profession.

The gravity of this crisis is underlined by the fact that BOTH the Democratic and Republican parties in their State conventions UNANIMOUSLY ENDORSED PROPOSITION 3, warning that added State support is imperative if a breakdown in education is to be averted.

Vote "YES" on Proposition 3!

Vote NO *on Proposition 13 which nullifies Proposition 3*

CALIFORNIA SUPERINTENDENTS' CONFERENCE AT CORONADO

California's city, county, and district superintendents gathered at Coronado on October 2, 3, and 4 for their annual conference called by Roy E. Simpson, State Superintendent of Public Instruction. The trip to Coronado is a long one for many superintendents in the state, but approximately 500 of them trekked to the convention city by air, rail, and automobile, some traveling the full length of the state's 1000-mile coast line.

The Hotel del Coronado, built in the early eighties, is a lovely and gracious convention hotel. Its wide verandas looking out to sea and great central court with tall palms and red Bougainvillaeas, together with a semitropical climate, make it an ideal spot for the "real business" of a convention, which is the informal get-together and discussion by small groups of their individual problems.

The first day of the Conference was devoted to two joint general sessions combining the last meeting of the California Trustees Convention which had immediately preceded the Superintendents' Conference and the first session of the Association of California Public School Superintendents. Superintendent Simpson addressed the two groups, presenting a survey of the work of the State Department of Education and a blueprint of plans for the future.

Mr. Simpson opened his address with the statement, "This occasion marks another milestone in our progress towards a greater appreciation of the part public education plays in the life of California. Here today are assembled those who govern the schools and those upon whom school board members call for assistance in that important work. We have met to give opportunity for the discussion of our many problems—problems that influence the classroom teacher, the administrator, the school board member, the parents and most of all, our children."

Activities of State Department of Education

Mr. Simpson then went on to refer to some of the many new and expanded activities of the State Department of Education. Some of these activities were described as follows:

"What action the State Legislature takes during the 1947 session will have much to do with the California school program relating to child care centers, kindergartens, and nursery schools. The entire field of pre-school education deserves much study—whether we should seek to introduce some or all children to the educational pattern at an earlier age is a question of current, widespread and continued interest.

"Miss Della M. Perrin has been appointed to serve as Consultant in Early Childhood Education. She will assist local school officials in problems relating to nursery schools, kindergartens, child care centers, and other phases of elementary education.

"The Surplus War Property Agency, another new activity in the State Department of Education, will save California schools millions of dollars. This Agency assists schools in procuring surplus war property such as equipment, etc., at from 20 to 30 per cent of its original cost to the Federal Government, helps secure donable materials from the Army and Navy for the cost of handling only. School districts also will be assisted in the purchase of surplus real property from the War Assets Administration and under the Veterans Educational Facility Program of the Federal Works Agency.

JACKSON PRICE, new President of the Association of California Public School Superintendents, has been district superintendent of the Redding schools since 1934. From 1927-1934 he was principal of the Anderson Union High School where he had taught from 1924-1927. A native of Utah, Mr. Price received his B.S. from Utah State College. He was awarded the Willard Dawson Thompson Scholarship to the University of California in 1923-24.

"The Bureau of Aviation Education has been functioning since June 1, working in conjunction with the Civil Air Patrol, and under the supervision of the Division of Secondary Education. The Bureau will encourage establishment of experience-centered courses in secondary schools, develop aviation information and materials for such courses and schools, give counsel and guidance to teachers, and aid in development of CAP's aviation education program.

"The State Commission on School Districts, a separate governmental agency of which the Superintendent of Public Instruction is a member, is organizing the membership of its five regional commissions to forward its work—a statewide survey of school districts by local committees whose duties it will be to develop plans for the unification or other reorganization of such districts."

A timely and interesting speech on the second day of the Conference was that of Dr. Lee A. DuBridge, new president of the California Institute of Technology, Pasadena, who told the superintendents that the fate of the world does not rest with scientists who invented the atom bomb but with "educated men and women all over the world who can find ways of reaching understanding and good will between nations."

Labor-Management Relations and the Schools

The third day of the conference was devoted to five section meetings and an evening general session. One of the most vital of these meetings from the point of current interest was the Section on Labor-Management Relations and the Schools. This meeting, at which Vierling Kersey, City Superintendent of Schools, Los Angeles, presided, was the outgrowth of an experience which arose in the Los Angeles school system during the war period, when many students worked in war production, part time. T. A. Ellestad, District Superintendent of Coalinga schools, reports of this meeting:

"Mr. Kersey stated that at the close of a week's work, when the students had received their checks, they were asked by union leaders to attend a meeting and were instructed as to union rules and regulations. Not knowing what to do, the boys presented their problem to the school, which in turn took up the problem with the labor union officials and the employer. In this meeting with labor and manage-

C. C. TRILLINGHAM
Vice President, ACPSS

ment, it was learned that many of the problems were brought about through a lack of understanding and prejudice, and that the public schools might serve as a clearing house for better understanding.

"As an outgrowth of this experience, Mr. Kersey presented to the superintendents representatives from both management and labor, who discussed their problems and made suggestions as to what the public schools might do to assist in creating better understanding between labor and management. Both representatives stated that they had found prejudice made it difficult to come to any understanding and that the first step had to be a frank unbiased discussion of common problems. Both speakers felt that much could be done by our public schools, in social science classes and in adult education groups, to present a true picture of controversial issues.

"In the panel discussion following these presentations, conducted by Dr. Edwin Lee, the question arose as to whether it was advisable for a public school teacher to take up controversial matters in the classroom, since the class would represent both sides of any issue. The general reaction to this problem seemed to be that educators are failing in their job if they do not provide students with information which would enable them to discuss such issues and to judge them competently. The speakers felt also that provision should be made so that teachers could discuss controversial matters without fear of losing their jobs.

"This is the first time that the problems of labor and management have been brought before educational leaders by representatives of these two groups. Mr. Kersey is to be commended for bringing together school leaders and leaders in industry, and it is hoped that out of this contact may grow other contacts between schools and industries that will lead to better understanding."

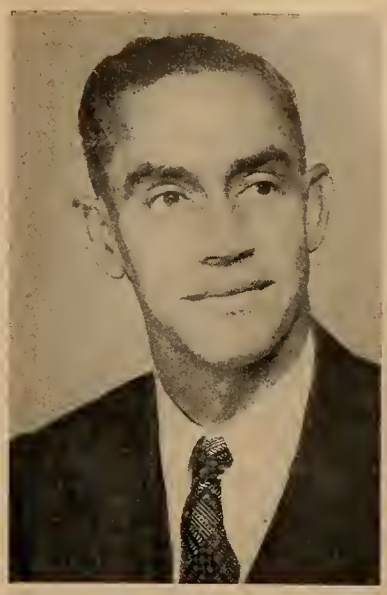
Another section which brought much favorable comment among superintendents was on the curriculum for the public schools. A. A. Douglass, City Superintendent of Schools, Modesto, presided. Paul R. Hanna, Stanford University, spoke "From the Standpoint of a College Professor," and Rudolph D. Lindquist, City Superintendent of Schools, Santa Barbara, talked "From the Standpoint of a Superintendent." H. M. McPherson, Superintendent of Napa Union High School District, and a member of the California State Curriculum Commission, was chairman of the panel discussion following.

Dr. Hanna stated, "The truth must stand for youth to understand and see, no matter how deeply it offends totalitarian states. Our task is to select and organize a curriculum which will equip our people to survive and progress in this age of frustration. Great credit must be given for scientific knowledge given in our curriculum, but curriculum must add social, economic, and political studies."

HOMER H. CORNICK
Secretary, ACPSS

Dr. Lindquist called for "new leadership, development at the adult level, and simplification and clarification of our ideas. We need a new dimension, the taking into account the experiences our young people are having in all phases of their lives."

The final day of the Conference brought the election of new officers. Jackson Price, Superintendent of the Shasta Union High School District, was elected president.



VAUGHN D. SEIDEL
Treasurer, ACPSS

Homer H. Cornick, City Superintendent of Schools, Santa Cruz, was reelected Secretary and Vaughn D. Seidel, County Superintendent of Schools, Alameda, was reelected Treasurer. C. C. Trillingham, County Superintendent of Schools, Los Angeles, and president of the superintendents' association during 1945-1946, becomes vice president of the Association.

Trustees Recommend Pre-Marital Education

The California Trustees Association held its annual convention at the U. S. Grant Hotel in San Diego immediately preceding the superintendents' conference at the Hotel del Coronado. An important resolution adopted by the trustees recommended that a program of pre-marital education be instituted in public schools. The resolution leaves details to be worked out by the association's directors and professional educators. "The program, including instruction on home planning and budgets, would help curb divorce rates and juvenile delinquency, giving young people a better basis on which to build their marriages," C. Stanley Wood, of Oakland, chairman of the resolutions committee, declared.

Other resolutions favored extension of educational facilities for speech correction, support of Propositions 3, 7, 8, and 9 on the November state ballot, and opposition to Proposition 13.

All officers were reelected: Orton E. Darnall of San Diego, President; R. E. Bosshard, Alameda, first Vice President; N. F. Bradley, Visalia, second Vice President, and Mrs. I. E. Porter, Bakersfield, Executive Secretary.

EDUCATION MISSION TO JAPAN

By Pearl A. Wanamaker
State Superintendent of Public Instruction, Washington
Member, American Education Mission to Japan

Six months ago, at the request of General Douglas MacArthur, 27 educators were appointed to survey and to make recommendations for the democratization of the Japanese educational system.

The 27 educators gathered in San Francisco for the flight across the Pacific, which started in what the Army terms a "plush job" and ended in a "bucket job." The flight presented a series of stark contrasts: contrasts between civilian and Army flight; between civilian fare and Army fare (the Mission had a taste of K-rations); between a landscape untouched by war and war-ravaged Japan.

In Honolulu, during a brief stop-over, Mission members conferred with persons at the University of Hawaii and toured Hawaiian schools. Stop-overs also were made at Johnston Island, Kwajalein, now historic as operations base for the atom bomb tests, and Guam. Visits to Saipan and Tinian revealed the vast amount of equipment and supplies held there for the invasion of Japan that the atomic bomb made unnecessary.

The Mission went back to the "bucket job" for the final flight to Tokyo, passing over the much-publicized volcanic island which is rising from the sea. The island has since disappeared.

The trip from Atsugi field to the Imperial Hotel was shocking to Mission members. For miles on both sides of the road lay only rubble. Now and then above the devastation rose buildings which seemed at first to have miraculously escaped the force of repeated bombings, but upon closer observation were but shells—masses of twisted steel and broken glass.

The day after arrival in Tokyo General and Mrs. Douglas MacArthur entertained the Mission at luncheon. Here members of the Mission were reassured of the General's confidence in the importance of education in maintaining world peace.

The educators literally started school the next day. Though their time was limited, they visited schools on all levels, talked to Japanese children and administrators, watched Japanese children in their classes, studied the organization of their educational system, their language and the problems it presents, their customs and their ethics.

The Mission found the Japanese children eager for education. The mind of the Japanese child, like that of children everywhere, is groping for facts, information, learning. But Japanese classes had been constructed on the dull and narrowing rote program. The children's minds served as repositories for information sent out from the purely political Ministry of Education. Militarism, regimentation, imperialism permeated all Japanese teaching. Textbooks were written on a national basis for all elementary schools.

Totalitarianism In Education

It is hard for Americans accustomed to the intellectual freedom of the individual to comprehend a system in which the individual is entirely subservient to the state. Take Lincoln's words—"government of the people, by the people, for the people"—and then twist them with the Japanese idea of "one people, of the government, by the government, and for the government." There lies the difference.

Another startling feature of the Japanese educational system was the lack of trained leadership throughout the administrative levels. In only one prefecture visited by the Mission was the director of schools professionally trained for his position, and he did not hold his position because he was an educator.

The control of education is of primary importance to the success of a totalitarian system. Through youth armies, physical culture groups, and controlled instruction in the schools, the Nazis gained control of German youth. The Nazi program was short, but effective. In but a decade they had enthusiastic followers from the ranks of young Germany. Totalitarianism in Japanese education is not new. It is centuries old. And until it is destroyed, the individual Japanese must live in imperial bondage.

As in Germany, an important part of the Japanese school program is physical education, concentrated on militaristic games and regimented activity. This program was abolished by General MacArthur at once, but the children are incapable now, from lack of food, of participating in rigorous physical exercise.

During a visit to a Japanese high school an interesting incident occurred. A 17-year-old boy requested an interview with Dr. Alexander Stoddard, chairman of the Subcommittee on Administration. He asked how his school might rid itself of a principal whom he termed "without any new ideas." Then he asked for food.

Recommendations of the Mission

In making recommendations for the reorganization of educational administration, the Administration Committee suggested a reversal of the present Japanese system of control from the top down, and set up a suggested plan of control from the people up. Thus the most vital part of the school organization would be the local community, encompassing both lay and professional thought. Above it would come the prefecture, or what would correspond to our state educational departments, and finally a democratic version of the Ministry of Education. Both the prefecture and the national office will serve to establish minimum standards, offer guidance in curricula formation, certificate teachers, sponsor special research, and give technical advice and leadership wherever requested.

The Mission was insistent that the local administrators be professionally trained persons appointed by locally elected lay boards. Not only must Japan teach democracy, but it must live democracy.

One of the most revolutionary suggestions to come from the Mission was that Japan abandon Kanji, her present language form employing Chinese characters, for Romaji, a phonetic adaptation of her language using Latin letters. This is not new to Japan. Various national groups have suggested such a change before, but the plan has not attained much popular appeal, perhaps because it would entail the complete scrapping of all printed material, all presses and present forms of publication. But with the present Kanji form, the majority of Japanese citizens cannot read even their daily newspapers without a dictionary at hand. This outmoded language form is but another weapon of a totalitarian government.

The Mission, through its recommendations, sees the Japanese citizen as a free-thinking individual, unhampered by language handicaps and government control. So long as the tools of thought are awkward to handle and clumsy in form, intellectual freedom will be hard to achieve.

The conclusions of the Mission are not

to be forced upon the people, but rather will be used by Japanese educators and scholars to develop their own educational system. In putting the plan into effect they will have to call upon this nation for leadership and guidance. Teachers from our school systems will go to Japan.

The complete revamping of the educational system of Japan will entail not only the reorganization of the elementary, secondary and higher levels of learning, but will also, especially with language reform, necessitate extensive adult re-education.

Many would say that what the Mission saw in Japan was a contrast of two worlds, two ways of thinking. To the eye it might seem so. Geographically, there was contrast. But time in the Atomic Age has transcended space. The plane trip home, from Japan to America, took 48½ hours. Without question, there is but one world. And what happens in Japan, in Germany, in Italy, in China is of vital concern to men everywhere.

America and Japan Can Learn From Each Other

America has much to teach the Japanese: the ways of democracy; the integrity of the individual; the right of all children regardless of sex, color, or creed to an education; the right of each man to free thought and speech; the responsibilities of each man to his representative government.

And in the same way, the Japanese have a lesson to teach Americans: the ease with which militaristic ideologies can be forced upon a people; the ease with which education can become a tool of a specific ideology; the importance of control of education to the totalitarian state. As we teach them to build their democracy, they will teach us to cherish our own.

But the people of Japan are not alone in looking toward American education for leadership. Already the profession has worked for the establishment of the United Nations Educational, Scientific, and Cultural Organization. All nations, all peoples are working toward the one hope —world peace, which means a free world united. In the Atomic Age the old phrase "Do-or-Die" takes on new desperate significance. Education must *do* the job.

"If I had a child who wanted to be a teacher, I would bid him God speed as if he were going to war. For indeed the war against prejudice, and greed, and ignorance is eternal."—James Hilton.

RANDOM NOTES ON THE EDUCATION MISSION

Californians serving on the Education Mission were Dr. Frank Nugent Freeman, Dean of the School of Education, University of California, Berkeley, and Ernest L. Hilgard, Stanford University.

Four prominent women educators served on the Mission. They were Dean Virginia C. Gildersleeve, dean of Barnard College; Mrs. Pearl Wanamaker, Washington State Superintendent of Public Instruction; Mrs. Douglas Horton, president of Wellesley College, and Miss Emily Woodward of the State Department of Education, Atlanta, Georgia.

Four major committees were included in the Education Mission: one to study and make recommendations on democracy in Japan and to submit a plan on content courses, curricula, textbooks, teachers manuals, and visual and auditory study aids; another to study psychology in the reeducation of Japan and to make recommendations on educational methods, language revision, priority of educational reforms, development of student initiative, and the reorientation of teachers; a third to analyze the administration of the education system with an eye to immediate and long-range administrative reforms, the reorganization of the Ministry of Education, and the problems of decentralization; and a fourth to study higher education in Japan with regard to the use of libraries, archives, scientific laboratories, museums, student and faculty freedom, and the reorganization of the social sciences.

The Education Mission's Report questioned whether "any modern nation can afford the luxury" of such a difficult means of expression as the present Japanese written language. "The question of language reform is basic and urgent," the report stated. "It casts its shadows over practically every branch of the educational program. Time that might be devoted to the acquisition of a vast range of useful linguistic and numerical skills, of essential knowledge about the world of physical nature and human society is consumed, during the elementary years, in a struggle to master the characters of the Japanese language."

Dr. Frank N. Freeman, questioned by the Japanese press as to his opinion of a regulation issued by the Education Ministry which abolished Kendo (Japanese fencing) and Judo (Japanese self-defense), made the statement, "The order which eliminated these sports was based on the assumption that the sports create and foster the warlike spirit. I think that is correct. I should like to remark that ultimately activities of this sort will depend on the general background of the people and the spirit in which they are carried on."

Education Mission members voted at their final meeting in Tokyo to purchase hundreds of books, including the best in American children's literature, most of them illustrated, to distribute among Japanese children "as a symbol of the Mission's concern for Japan and democracy." Distribution of the books will be handled by the Japanese Ministry of Education.

NORTHERN COUNTIES INSTITUTE

Nearly 700 Teachers from Del Norte, Trinity, Mendocino and Humboldt counties met in Eureka September 16 for the annual Teachers Institute and the 25th session of the North Coast section of the California Teachers' Association. One of the highlights of the Convention was an address by Robert Loevinger on "The Challenge of Atomic Energy to Mankind." Interest in this address was so general that Superintendent P. F. Woodcock, Humboldt County, invited the public to attend. Mr. Loevinger is an expert in radiology at the University of California, Berkeley, and one of the scientists who helped create the atomic bomb. He illustrated his talk with pictures of the destruction of the city of Nagasaki. Mr. Loevinger declared that there is nothing secret about the composition or manufacture of the bomb and that while the United States now has the only "stock pile" of bombs, all other nations are working on it and in a matter of from two to five years at the most will discover how to manufacture the bomb.

Elementary teachers heard an address by Helen Heffernan, Chief, Division of Elementary Education, State Department of Education, on "Trends in the Social Studies Curriculum." Frank B. Lindsay, Chief, Division of Secondary Education, spoke on the "Responsibility of High Schools to Their Communities." Redistricting was one of the interesting group section subjects under discussion, with Alfred E. Lentz, administrative advisor, State Department of Education, explaining the redistricting program. Roy Simpson, State Superintendent of Public Instruction, gave the closing address of the session on the subject, "A State Superintendent Looks at Education."

Library News

Edited by MABEL R. GILLIS, State Librarian

SUMMER REVIEW — CHANGES OF PERSONNEL

In common with other public and private organizations the libraries of California have experienced many changes of personnel over the last few months. Several of these changes have been in head librarianships and these should be recorded in our survey of the library world this summer.

On June 1 Muriel Mitchell became county librarian of Siskiyou County. She had had previous experience as head of the county department of the Santa Barbara Public Library and more recently as assistant in the Monterey Public Library. Miss Mitchell had been for some time previously librarian of the Watsonville Public Library. In Siskiyou County she succeeded Mrs. Dorothy Carnie who has moved to Hayward with her husband who returned from military service.

By authorization granted by a law passed at the last session of the legislature, library service to the elementary schools of Alamenda County has been transferred from the Alameda County Library to the office of the County Superintendent of Schools. Joy Belle Jackson was appointed librarian to take charge of this work and began her employment in Alameda County in August. Miss Jackson had been librarian of the Yolo County Library since February 1945 and previous to that was county librarian of Plumas County for some years, after having served as county librarian of Tuolumne County.

To succeed Miss Jackson in Yolo County, Esther Mardon was appointed and took office there August 1. Miss Mardon had been Acting Librarian in Solano County while Frederick Wemmer was still in the Army. Mr. Wemmer returned to Solano County July 1.

Early in August Helen E. Vogelson, Librarian of Los Angeles County Public Library, presented her request for retirement to the Board of Supervisors. The date for actual retirement has been set as January 1, 1947. Miss Vogelson has been on accumulated leave since the middle of August.

Miss Vogleson served for eight years as Assistant Librarian of the Los Angeles County Library before becoming County Librarian in 1924. Previous to her appointment as Assistant Librarian in the Los Angeles County Library Miss Vogleson had served in two other California county libraries, Inyo and Santa Barbara. During Miss Vogelson's administration of the Los Angeles County Public Library, the book collection grew from 214,000 to 611,000, the circulation from 1,000,000 to 3,000,000, the borrowers from 67,500 to 155,000, and the library staff from 191 to 354.

John D. Henderson, Assistant Librarian, is in charge of the Los Angeles County Public Library, while Miss Vogelson is on leave. A civil service examination for county librarian is to be given before January 1.

One of our largest municipal libraries has had a change of librarian this year. Robert Rea retired from the San Francisco Public Library after fifty years of service during which he progressed from page to head librarian. He held the latter position for thirty-four years. Laurence J. Clarke, Secretary of the Board of Library Commissioners of the San Francisco Public Library, was appointed to succeed Mr. Rea. Mr. Clarke is a graduate of the University of California School of Librarianship and had held his position as Secretary of the Board for several years.

Georgia A. Diehl has retired from the librarianship of the South Pasadena Public Library, having served in that capacity since 1931. She has been succeeded by Mrs. Mary Murdoch of the library staff. Another one of our fine librarians who has served many years in southern California is Sarah M. Jacobus who is leaving the Pomona Public Library. Mr. B. J. Caldwell, recently of the Long Beach Public Library staff, will succeed Miss Jacobus.

Mrs. Bertha Hellum who has been the successful librarian in Monterey since 1937 has resigned to devote herself to her home. She has been succeeded by Delbert R. Jeffers. Mr. Jeffers has recently been a Lieutenant Commander in the Navy and previous to this service was with the University of Buffalo. He has, however, spent at least two years in California before his present residence here—one while getting a master's degree at Stanford and one as a teacher at Humboldt State College.

Mrs. Katherine Dombaugh, Librarian of the Ukiah Public Library, resigned to become assistant librarian of the Burlingame Public Library. Her position in Ukiah was filled by the appointment of Marian Ruth Marvin, who came from the Tulare County Library staff.

When Frederick F. Mulholland, Librarian of the Coalinga Union High School District Library, left for library work under the United States government in Japan his position was filled by the appointment of Fred McLean from the Kern County Library staff.

Jessie E. Boyd, who has been head librarian of the University High School in Oakland for some years and is also lecturer in librarianship and supervisor of school library practice in the University of California School of Librarianship, has recently been appointed Assistant Librarian of the Oakland Public Schools and Teachers Professional Library, located in the Administration Offices of the Board of Education in Oakland.

American Library Association, San Francisco

The American Library Association will meet in San Francisco in June, 1947. At the 1946 meeting in Buffalo Mrs. Eleanor Hitt Morgan, Assistant State Librarian, was elected President of the State Agency Section of the Library Extension Division of the American Library Association. At the same meeting Thelma Reid, Field Representative of the State Library, was made Chairman of the County and Regional Library Section of the same Library Extension Division. Both of these members of the State Library staff are already planning the many activities of their respective sections of the Association while in San Francisco.

Sonoma County Library Celebrates

The Sonoma County Library celebrated its first birthday recently. The occasion was the visit of the State Library Field Representative Thelma Reid who inspected the library after its first year of operation. Frances Murphy, the County Librarian, invited the staff of the City and County libraries to meet at noon with Miss Reid. At the end of the luncheon the birthday was fittingly celebrated with a cake bearing one candle.

A Busman's Holiday

Two county librarians, Harriet S. Davids of Kings County and Bessie B. Silverthorn of Stanislaus County, made an interesting trip this summer through Oregon and Washington. While they had a delightful vacation their itinerary sounded very much like a busman's holiday. They stopped at Siskiyou County where Miss Silverthorn was formerly the librarian, and visited the Oregon and Washington State Libraries, both of which have former Californians as librarians—Eleanor Stephens, who went from Los Angeles County Library, in Oregon, and Mrs. Carma Zimmerman, formerly librarian of the San Bernardino County Library and Orange County Library, in Washington. Miss Silverthorn also visited the University of Washington School of Library Science where Robert Gitler is now the Director. Mr. Gitler was in the San Jose State College Library before entering the Navy, and has been Director of the School of Library Science in Seattle for the past few months.

Bookmobiles and Buildings

The subject of bookmobile library service will receive considerable informal attention at the forthcoming county librarians' meeting at Coronado. Several county librarians will have bookmobiles to augment their branch and station service as soon as machines become available. In the meantime, station wagons have been acquired by some of the county libraries, and although they are not equipped with shelving as the bookmobiles will be, they are being used with success by several of the county libraries in transporting books to branches.

Many libraries, both city and county, are looking forward to new quarters as soon as building is less restricted. There is a great deal of interest in modern planning for libraries, and in the latest developments in ventilation, lighting, etc. An institute on library buildings was held at the University of Chicago this summer. Among the California librarians who attended and reported most helpful programs are Joyce Backus, Librarian, San Jose State College and Director of the School of Librarianship at that College, Dr. Peter T. Conmy, Librarian, Oakland Public Library, and Clara Breed, Librarian of the San Diego Public Library.

The county librarians' convention was held in conjunction with the annual meeting of the California Library Association. The county librarians met in their special sessions beginning Tuesday afternoon October 15. The California Library Association proper began its meetings on Wednesday evening October 16. The headquarters of both conventions was at Hotel del Coronado.

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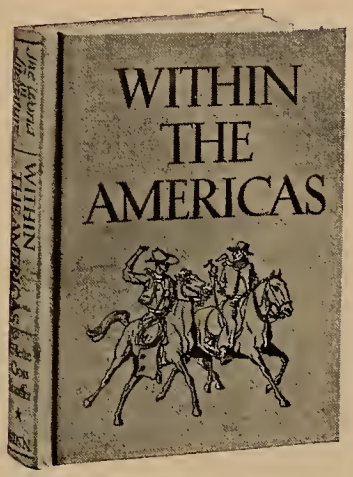

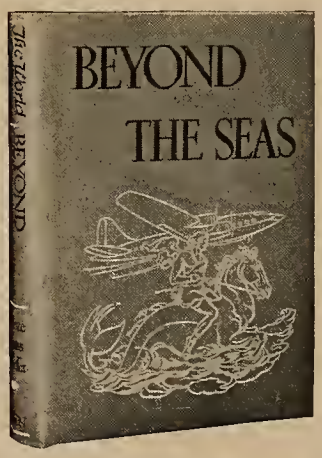

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Jottings of a Traveling Bookman

By
W. M. CULP

The Problem of "One World"

The dilemma of the moment is the inconsistency of man's actions. It ever has been so, and the devotees of education as a cure for all evils that inflict mankind are constantly hard-pressed to maintain their thesis and to keep their belief in the efficacy of education to better the lot of humanity. Prompting these observations is the current meeting of the General Assembly of the United Nations and that of the Council of Foreign Ministers of the Five Great Powers in New York City, together with the recent speeches made at the fifteenth annual Forum on Current Problems held at the Waldorf-Astoria, New York City, under the auspices of the *New York Herald Tribune,* and in addition, the grandiose plans for a world-wide educational department functioning under the aegis of the United Nations. Everybody is for peace, everybody is for justice, everybody believes that if only light of knowledge is brought to the ignorant, the crass problems of earning a living, the cleavages between nations of different ideologies, the dominance of the strong over the weak, the barriers between the rich and the poor, black against white, brown against yellow—all will be vanished into thin mist. It all boils down to individual and international co-operation. As the speakers brought out at the Forum, there never has been One World—the problem is somehow, out of all the multitudinous peoples, to bring *one* into being in which there is justice for all, with all agreed as to what that justice consists of. At present there seems to be quite a number of cultures of justice tinted from that of deep red to that of lily white. Suspicion seems to be more widespread than co-operative effort in spite of the expressed desire for cooperation on all sides.

The educator believes that One World depends upon true knowledge and wisdom being given and received by all the peoples of the world. Unfortunately, in these modern times, our wars have been dominated by the most literate among us. In an Atomic Age, when man has virtually found the key to self-annihilation, the question is whether reason finally must dominate or whether man with eyes wide-open is going to destroy all that the past has developed.

New York Is Civilization In Miniature

In New York City, with colonies of practically every race on earth, can be found a replica in miniature of the schisms, jealousies, divergencies of opinion, race hatreds and the callousness of the masses of people throughout the nation. The question is asked, if people of the same nation can not be at peace with one another, how can the diverse nations of the world ever reach accord. In New York City, as in every metropolitan center in the country, the teacher is an embattled person trying to do her duty in civilizing youthful humanity, who apparently are more interested in following the law of the jungle of their paternal relations. In fact, if there is any hope for the future, it must be the teacher who eventually will prevail in getting acceptance of the old ideal of "live and let live." It seems almost a lost cause when stifling the fight between John and Jack, and between Mary and Jane. Yet perhaps progress has been made, if one considers modern civilization only a day, and the time of man on earth as a month. There evidently is an inheritance of ingrown characteristics that time alone may eradicate. Of course, the teacher may philosophize and consider half a million years quite a time to wait for co-operation of man with man the whole world over. At least, the teacher has that goal before her, but it does not make any easier the personal problem of meeting the present cost of living.

Single Salary Schedule Not So Single

The single salary schedule for those in the teaching profession has been advocated for some years and has been put into effect in various parts of the United States. On the surface it has seemed a course of justice that those who had spent equal time in preparing for teaching and in acquiring degrees and professional skill, whether in the kindergarten, elementary school, junior high, high school, or junior college, should receive the same amount of compensation. That, in effect, has been the basis upon which the single salary scales have been predicated. In operation, among teachers, the single salary schedule has not been received with whole-hearted support. A junior high or senior high school teacher does not see why a kindergarten or first- or second-grade teacher should receive the same salary when her classroom work is over at 2 p.m. and the number of pupils she teaches is around 40, at its supposed highest, while those teaching at secondary level have from 5 to 6 classes per day with students numbering from 120 to 200 per day, together with papers to correct and assignments to make. Even the junior high school teachers think their job is worse than that of the senior high school or that of the elementary grades. Their argument is that they are handling children at their most flighty and most unruly age. They say the job of the elementary teacher is simple compared with theirs, for in early years pupils are amenable to discipline, while the high school

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
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teacher receives the students after they have been worked over in the junior high school until they are somewhat civilized or have been eradicated from the school system. The high school teacher has her comeback in stating that her job is the hardest because she has to teach all that the teachers before her have failed to teach. And finally, the junior college and university professors have the same thing to say about the high school teachers.

Training for a job, on the job, in the job has been more than words in the New York City educational system for years. But just recently the Cooperative Education Commission, a group of leaders in industry and business in New York City was selected to help guide the Board of Education's joint work program in high schools. Their first action was to approve the plan whereby thirty boy seniors of the Brooklyn High School of Automotive Trades would work in commercial shops under the guidance of skilled workers and receive school credit for the work. The general pattern of the program is for the students to spend alternate weeks working for ten selected firms and in their classes. The State of New York last year appropriated $100,000 for aid in cooperative education. So far, in New York City, at the present time some 2400 students in eleven schools are involved in the school-work plan. Last year 600 so-called "cooperatives" had received diplomas from academic schools. Plans are being made to carry on the same type of work in the florist trade. Whether to approve such kind of training for maritime positions is now up for discussion, involving, if such action is taken, the careful placing of responsibility for moral and instructional supervision. Other things to be discussed are such matters as wider extension into industry and business, trends in the junior labor market, curriculum changes leading to more efficient employees for business, and closer correlation with school studies. Delos Walker, vice president of R. H. Macy & Co., is chairman of the new advisory committee.

"Self-Evaluation Instrument"

As announced by Dr. William Patterson, principal of the State Street School, Hackensack, N. J., *The Self-Evaluation Instrument,* which was initiated by the New Jersey Elementary Principals Association in the fall of 1943 is to be released at the annual N.J.E.P.A. Convention at Atlantic City this November. Dr. John H. Bosshart, Commissioner of Education for New Jersey, has made possible the publishing of this tentative edition of the study as "Bulletin Eleven" of the New Jersey State Department of Education. Dr. Patterson states, "There are a number of unique features in this three-year study. First, it is the joint project of the New Jersey Classroom Teachers Association and the New Jersey Elementary Principals Association. Second, the instrument is an aid in supervision and program planning, designed to bring the principal and his staff together in the shared effort to lay out their goals in some detail and to evaluate continuously their progress in reaching these goals. Third, it is not intended for the use of an outside agency in surveying the school nor is it aimed at inter-school comparison. Fourth, the content is written in terms of child behavior that can be observed, described, and measured. Fifth, the study—an excellent program of in-service education for over one hundred teachers and principals—has been under the leadership of Dr. C. DeWitt Boney of East Orange. Sixth, the two organizations listed above have received continued assistance from other educators in the state, including that of the Commissioners' Advisory Committee. Finally, this year the instrument will become available experimentally to all the elementary principals and teachers in New Jersey and thereby meet a further crucial test. The modified form will then become a part of the continuous curriculum program being developed in New Jersey under the leadership of Commissioner Bosshart and his fellow educators in the State."

Teachers Consider Striking

The Syracuse, New York, Teachers' Association, under the presidency of Robert W. Oliver, is polling its group as to whether they would sanction their eleven members on the New York State Teachers' Association governing board to petition the Board to present to its 43,000 members the proposal that they refrain from returning to work next fall if the State Legislature fails to meet their demands for salary increases. Mr. Oliver said that approval of such a plan would mean a virtual paralyzing of the State school system next September if the Legislature had not acted meanwhile on their demands.

Study of Education and Democracy

Dr. William R. Russell, Dean of Columbia University's Teachers College, has recently announced the organization, under the sponsorship of an international group of scholars, of an Institute of Studies of Comparative Government and Education designed "to study with scientific precision the relations between education and democracy." Professor Boris Mirkine-Guetzevitch, Dean of the Faculty of Law and Political Science of l'Ecole des Hautes Etudes and visiting professor at Teachers College, is to serve as executive director of the institute, which is opening its program with a series of lectures on the United Nations beginning this November 20. The institute is to be dedicated to an objective study of modern democracy. The functions and education of democracy are to be studied as well as the political forms which are in opposition to democracy and foster education negating the ideas of liberty. For example, in studying the relations between instructional policy in a given country and its form of government, complete documentation in terms of its constitution, Bill of Rights, textbooks, historical attitude, teacher training program and other pertinent materials will be available.

New Jersey Principals' Association

In the realm of educational publications, *The News* of the New Jersey Elementary School Principals Association appeared as Vol. 1, No. 1, this past October. Under the presidency of Dr. Richard Beck, principal of P. S. No. 37, Jersey City, the Association has had a most successful year. In membership in the Department of Elementary School Principals, New Jersey was one of twelve states which enrolled more than its quota of elementary principals. Thus, with its 349 members ranking seventh among the states, *The New Jersey Bulletin,* which has been published for years, by the New Jersey Elementary School Principals Association, has always been noted for its valuable educational contributions. Just being printed are 20,000 copies of the "Evaluation Study of Education in New Jersey." This is a cooperative piece of work between the New Jersey State Department of Education and Dr. De Witt Boney of East Orange who headed up the committee of some hundred principals and teachers in the state. *The News* is to be published from time to time with the purpose of giving the principals and teachers of the state a somewhat more personal touch to the activities of their group.

Western School News

Edited by MORRIS WAGNER

NEW MEMBER OF STATE CURRICULUM COMMISSION

RALPH R. FIELDS, superintendent of schools, San Jose, has been appointed by Roy E. Simpson, State Superintendent of Public Instruction, to the State Curriculum Commission to fill the unexpired term of the late A. H. Horrall. Mr. Fields said he accepted this appointment with a deep sense of responsibility, as he considered the selection of instructional materials for the boys and girls of California as one of the most important tasks confronting educators today. Mr. Fields took office as superintendent of San Jose schools in the spring of 1945 succeeding the late Walter L. Bachrodt. From 1942-1945 Mr. Fields had served as assistant superintendent of schools in the San Jose system.

This appointment to the State Curriculum Commission is an admirable choice by State Superintendent Roy Simpson, since Mr. Fields has had a wide range of experience in this field and a distinguished record of achievement. From 1936 to 1938 he was Curriculum Field Secretary for Stanford University on the Santa Barbara City and County Curriculum Project. In this situation he had the responsibility of coordinating the work of the Stanford professors in Santa Barbara with that of the local administrators, as well as of working with teachers and administrators directly on curriculum problems. From 1938 to 1941 his work as Assistant Professor of Education at Stanford University consisted of the supervision of student teachers and several courses in curriculum and methods. In the summer of 1940 he was Director of the Santa Barbara Curriculum Workshop on the Stanford campus. He was appointed to the position of Curriculum Director in San Jose in 1941 and held this position until he became assistant superintendent in 1942. Mr. Fields received his B. A. from the University of Arizona, and his M. A. and Ed. D. from Stanford.

O. S. HUBBARD, formerly assistant superintendent of schools and coordinator, Santa Clara County, took office on June 26 to complete the unexpired term of the late Lewis H. Britton. Mr. Hubbard had been assistant superintendent in Santa Clara since 1939. Prior to that he had been superintendent of Fresno city schools for nine years. His previous experience included two years as assistant superintendent of Fresno city schools, five years as district superintendent of Madera elementary schools, two years as district superintendent and high school principal in Lindsay, and two years as supervisor of the Fresno County Schools. He began his teaching in the Alameda city schools. Mr. Hubbard holds a B. L from the University of California, an M. A. from Stanford University, and an Ed. D. from the University of California.

NEW HEAD OF SUPERVISORS

ELDA MILLS NEWTON, Assistant County Superintendent of Schools, Butte County, is the new president of California School Supervisors Association. Mrs. Newton's vital and intense interest in organization work has brought her up through the ranks of supervision to the key position

ELDA MILLS NEWTON

held in the state today. When asked what her aims would be, she said:

"The C.S.S.A. is not an organization in which the president sets the goals. It is a going concern with its sights set on increasing the educational opportunities for the boys and girls in the state, through the improvement of the instructional program. At present there are at work thirteen standing professional committees of about twenty-five members each, five section organizations and the affiliated Supervisors of Child Welfare and Attendance, all working toward this goal. It is my hope that we may continue with undiminished enthusiasm the work that is now in progress and that we may find means whereby the work of the various professional groups may be more completely shared with the entire organization. As new needs become apparent new committees will be formed."

Mrs. Newton came to Butte County in 1938 as General Supervisor of Schools under Superintendent Jay E. Partridge. She undertook a Survey of the Rural Elementary Schools which was in great demand by all county boards of education, and which came to be considered authoritative. From 1939-1941 she was on the editorial board of the California Elementary School Journal. She has served on the State Public Relations Committee for the past four years, and is chairman of the State Committee on Rural Education.

Mrs. Newton came to California in 1937 to complete work on her M. A. at the University of California at Los Angeles. She had obtained her B. S. from the Colorado Agricultural & Mechanic Arts College and her M. A. from U. C. L. A., after which she taught in elementary schools of Chicago Heights, Illinois, and served for five years as principal of the Grant School in that city. Mrs. Newton taught at Chico State College during the summer of 1945, and was assistant to Bernard Lonsdale in the work carried on at the Whittier University Training School, University of California at Berkeley 1946 summer session.

DONOVAN F. CARTWRIGHT, new high school principal of the Tulare Union High School District, succeeds W. K. Cobb, who resigned to go to Redondo Beach. Mr. Cartwright comes to Tulare from Encinitas, San Diego County, where he was for six years district superintendent of the San Dieguito Union High School. Prior to that Mr. Cartwright was five years at Beaumont as superintendent of schools. He was born in South Dakota, where he had his early training, and came west to attend Washington State College for two years, later receiving his B. A. and M. A. at the University of Oregon. He came to California in 1934, taking one year of additional graduate work at the University of Southern California. Mr. Cartwright has been active in educational organizations wherever he has been located. He is at present a member of the state executive board of the Secondary Principals Association, a member of the State Education Council, and a member of the Administrative Policies Commission.

SUPERVISORS' CONFERENCE AT LONG BEACH

. . . and Bon Voyage to Helen Heffernan

Approximately 600 educators from throughout the State of California attended the Conference on the Direction and Improvement of Instruction called by the State Superintendent of Public Instruction in conjunction with the California Supervisors Association, and held in Long Beach October 20-23.

The conference opened formally on Sunday evening, October 30, with Miss Helen Heffernan, Chief, Division of Elementary Education, presiding. It was Miss Heffernan's last participation in an educational gathering before leaving California to undertake her important new assignment as Elementary Schools Officer in Japan.

Most enthusiastic and generous greetings were extended to the supervisors by Dr. C. C. Trillingham, superintendent of schools, Los Angeles County, Dr. Kenneth E. Oberholtzer, superintendent of schools, Long Beach, and Mrs. Rollin Brown, president of the California Congress of Parents and Teachers. Roy E. Simpson, State Superintendent of Public Instruction, spoke on "Looking Ahead in California." Mr. Simpson explained the recent adoption of textbooks for California schools in view of the recent controversy over some of the criticism that had been leveled at certain books by the Sons of the American Revolution and other political groups.

The second general session, with Miss Corinne A. Seeds, president of the California School Supervisors Association presiding, was an exceptionally interesting one which brought a lot of comment. Miss Alice Dagliesh, editor of children's books, Charles Scribner's Sons, spoke on "Children's Books in the World of Today."

Miss Dagliesh said she was born in the British West Indies where she had never experienced any racial prejudice. Upon coming to the United States, and shortly after applying for citizenship, she was called upon to talk to the colored teachers in Washington, D. C. After the meeting she invited a colored supervisor to lunch, only to receive the incredulous answer, "Why, don't you know that you can't take me to lunch in Washington, D. C.?" This was Miss Dagliesh's first experience with race prejudice, and it came as a shock to her, happening in the democracy in which she planned to become a citizen. So great was the impression this experience made upon her that she left the meeting to walk for blocks pondering whether or not she truly wanted to become a citizen of the United States. Miss Dagliesh went on then to recommend a number of fine books on the subject of minority races. She said she hoped to see the time when the Negro child might be able to read books of the "Little Black Sambo" type without feeling a slur.

"We are an illiterate nation," Miss Dagliesh said further, explaining that she meant not that we are unable to read or write but that we are illiterate in our appreciations and understandings, and in that we lack taste. We are behind the rest of the world, she said, in our appreciation of art, for example, and it is particularly interesting to note the increased appreciation of art on the part of G. I.'s returning from countries where art is generally understood and appreciated by the masses of the people.

Miss Dagliesh mentioned several books which she stated she likes to think of as "Adventures in Understanding." Among such books she listed *The Good Luck Horse* by Plato Chan, a twelve-year old Chinese boy, and his sister. *The Hundred Dresses* and *Bright April* are two other titles which she mentioned. These books have basic good relationships for elementary children.

An interesting suggestion Miss Dagliesh made is that teachers colleges should train their teachers to read aloud to children. She advocates that certain books be read aloud throughout the year to encourage children's appreciation of both art and literature, and content as well. If we train children in basic understanding, she said, then we need never worry about that terrible word "censorship."

Dr. J. Cecil Parker, another speaker in the second general session, spoke on "Trends in the Social Studies Curriculum." Dr. Parker stated that social studies has moved in a relatively short time from no status in the educational program to a very important place. He discussed the various approaches to social studies and cited ten types of approach to the subject: (1) the textbook approach; (2) the subject matter approach; (3) the aims procedure; (4) the unit of work procedure; (5) the theme procedure; (6) the center of interest procedure; (7) the social functions procedure, such as communication and government; (8) the problems-of-the-day procedure; (9) the institutional procedure; (10) the teacher-pupil planning procedure, which uses any one of the others. These types of approach to the subject have all developed over a short period of time, and there are only five of them that Dr. Parker feels there might be common agreement about. As to subject matter, there is general agreement in the 1st and 2nd grades, where the approved subjects are the home and community, and it is generally felt that American history should be taught in the fifth grade—though it is taught in many different ways—but beyond this there is very little agreement. Another definite tendency, Dr. Parker said, is to enrich the range of materials. He then went on to give the strong emerging tendencies in the social studies.

A comment heard on every hand following Dr. Parker's address was, "It is the finest, most scholarly presentation of the subject I have ever heard."

Dr. Lavone Hanna, General Supervisor of Curriculum, Long Beach public schools, led the panel discussion following Dr. Parker's speech, and stated that social studies are now so vital it is a necessity that we plan our basic social concepts which must be taught for the development of peace in an atomic world.

Dr. Clarence Fielstra, Director of Curriculum, San Diego schools, a member of the panel, made the statement that we have too much social information without social feelings and social convictions, but that we must prevent social convictions that are not based on sufficient information. He emphasized the necessity of maintaining the balanced approach.

Gretchen Wulfing, Supervisor of Elementary Education, Oakland public schools, made the statement that social convictions are an actual development through the various grades and that teachers, therefore, should be brought together and be in agreement on the general trends.

The second day of the conference was devoted to Professional Committee Sessions. Some of these were the Committee on Coordination of Community Agencies," in charge of Irwin O. Addicott, assistant superintendent, Fresno public schools, the

Committee on Public Relations, under Bernard J. Lonsdale, Acting Chief, Division of Elementary Education, California State Department of Education, and the Committee on Rural Education, with Mrs. Elda Mills Newton, Assistant Superintendent of Schools, Butte County, as chairman.

An interesting departure from the usual type of procedure at several of these meetings was the supervisors' use of "dramatic play" to present various school problems. Happening in to one of these meetings with no forewarning of the procedure being used, we were astounded to hear Vernon O. Tolle make this statement, "I am teaching in the fourth grade for the first time, and last year I taught the third grade that I now have and we had a very fine study of the Hopi Indians. Can you tell me whether I should teach Indians again?" Knowing that Dr. Vernon Tolle is Director of Elementary Education at the University of Redlands accounts for our astonishment. A hasty glance at the program put us "in the know" in time to appreciate the humor of Corinne Seed's comment that she "couldn't possibly do all that, couldn't stay after school long enough to work out a unit because she had to go to a bridge game that afternoon." Mrs. Alta Harris took the part of a teacher presenting her troubles in developing a California unit in a rural school with 30 children of four grade levels, and only three of them in the fourth grade.

At the last general session of the Conference, with Roy E. Simpson presiding, the supervisors heard a stimulating address from their chief, Miss Helen Heffernan, which was also in the nature of a farewell until her return from her assignment in Japan.

Miss Heffernan reviewed elementary education and its achievements, and forecast the needs of the elementary school of tomorrow. Education is a cooperative democratic enterprise, she emphasized, requiring the coperation of the teacher, the supervisor, the superintendent, the parent, and the layman. The future of education depends upon our ability to make education itself more democratic.

The emphasis in education, she said, has increasingly been on the child himself. The needs of children have become the major concern of all education. These needs are met through providing an environment which will give the child opportunity to grow. The degree of his sensitiveness to his environment is the real measure of the child's development. His environment should be such that it promotes his health and health habits, provides opportunity to enrich his sense perceptions to develop his sense and appreciation of beauty, and provides opportunity to discover problems and to think about them. In science education, Miss Heffernan said, California schools have made a national contribution in their emphasis upon this field.

Superintendent Simpson, in introducing Miss Heffernan, had expressed his appreciation of her achievements in elementary education in the State of California and of her standing as an educator in the nation. He expressed the fact that her appointment by the War Department as Elementary Schools Officer in Japan is a distinction for California and its educational program as well as for Miss Heffernan personally. Turning to Miss Heffernan, Superintendent Simpson voiced the feeling of educators throughout the state as he concluded, "California goes with you!'

CALIFORNIA CHIEF CARRIES DEMOCRATIC EDUCATION TO JAPAN

Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, since 1925, and nationally recognized for her outstanding contributions to the philosophy and the program of modern education, left California on October 26 to fly to Japan where she will serve as Elementary Schools Officer, on the Headquarter's Staff of General MacArthur. "Whatever needs to be done to build the foundation for democratic education in Japan will be my task," Miss Heffernan states. "I cannot foresee what my specific activities in Japan will be. I expect to visit schools as a basis for intelligent decision as to the direction change should take. I shall try to approach this task with due regard for the principles of democratic school administration. I have no faith in anything imposed on a people. As I see it, my job will be to secure acceptance on the part of Japanese school officials and teachers of the basic principles and ideals of an educational program designed to build democratic people."

After twenty-one years of service to California schools Miss Heffernan has now "evidently come of age," as she says, and is "ready to go out and see the world." She states, "The 21 years have been wonderful ones with great possibilities for individual growth in them. I have enjoyed my association with the educators of California tremendously and have benefited from working on problems confronting education in this State during more than two decades. Much that I have gained from my association here I will endeavor to translate for the benefit of the children of Japan. I seem to have an unquenchable faith in children anywhere in the world."

The first indication that Miss Heffernan had of the position in Japan was a letter from Dr. Bess Goodykoontz, Assistant Commissioner, U. S. Office of Education, saying that the U. S. Office of Education had been asked by the War Department to recommend someone in the country who could set up a program of elementary education for Japan. Dr. Goodykoontz said that she and Dr. Harold Benjamin, Chief, Division of International Education, and formerly on the School of Education Staff of Stanford University, had discussed the possibilities throughout the country, and both agreed that Miss Heffernan was the person the U. S. Office of Education would recommend. Subsequently Miss Heffernan received the invitation from the War Department.

At the recent Conference on the Direction and Improvement of Instruction and Child Welfare held in Long Beach. California's supervisors gathered for the two-fold purpose of holding their annual meeting and honoring their chief, Helen Heffernan, in the last meeting at which she will preside until her return from Japan. A surprise provided for Miss Heffernan at the dinner meeting on the second evening of the Conference was the presence of Miss Mildred Lee Richmond, former county superintendent of Kings County. Miss Heffernan's friends, knowing the long-standing friendship and deep affection which Miss Heffernan has held through the years for "Lee Richmond," had arranged to bring her to the dinner meeting as the educator who was first to recognize the ability of the young teacher who had just completed her advanced degree at the University of California by appointing her to the first supervisory position she held in the state which she was destined to serve as Chief of all its supervisors.

In speaking to the supervisors, and thanking them for the many gifts and tokens of appreciation which she had received, Miss Heffernan expressed with a deep sincerity her feeling that of all the supervisors had done for her nothing

gave her more pleasure and delight than having Lee Richmond beside her at this farewell banquet before her departure on a new adventure in education.

During Miss Heffernan's absence her duties will be carried on ably by Bernard J. Lonsdale as Acting Chief of the Division of Elementary Education. Mr. Lonsdale is formerly of the Los Angeles County Staff and more recently Supervisor of Student Teaching, University of California, Berkeley. Upon Miss Heffernan's return Mr. Lonsdale will continue to serve in the Division of Elementary Education as Consultant, Later Childhood Education.

Mr. Lonsdale's early teaching experience was in Wisconsin. He taught in Riverside and Los Angeles Counties before going into the Los Angeles County Office where he worked as Course of Study Assistant, Supervisor of Instruction, and Curriculum Coordinator for nine years. In 1943 he was on leave from Los Angeles County to work as Field Representative on California's Child Care Program. He has been on the staff of the University of California for the past three summers and was director of the Workshop in Elementary Education at the University of California, Berkeley, in the summer of 1946. Mr. Lonsdale was president of the California School Supervisors Association for two years, 1941-1942 and 1942-1943. He holds his Bachelor's and Master's degrees from the University of Southern California, and has done graduate work on his Doctorate at the University of California, Los Angeles and Berkeley.

World Teacher-Training Institutions

A four-point program to improve educational standards through the creation of world teacher-training institutions was submitted to the country's leading educators and scientists when they met recently in Washington, D. C., at the opening session of the National Commission on Educational, Scientific and Cultural Organization. Proposed by the American Association for an International Office for Education, the project envisages the establishment of "educational pilot plants" in various parts of the world. These institutions would be operated under the auspices of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and would receive the support of governments as well as of individual educators. The idea is for the international teacher program to help reduce illiteracy and to develop a reservoir of trained instructors.

LAUGHTER AND LEARNING AT GREENHORN MOUNTAIN INSTITUTE

By Leo B. Hart

Did you ever attend a Teachers' Institute where everyone dressed in jeans, hiking togs, or old clothes in which they felt comfortable, relaxed and at ease? Did you ever attend a Teachers' Institute where the speakers and the teachers all ate, hiked, danced, worked, and chatted informally and freely together? Did you ever attend a Teachers' Institute where the teachers paid to attend and the reservations annually exceeded the housing accommodations? That's the way it is at Greenhorn Mountain.

There is nothing compulsory about the Greenhorn Institute. You are on your own to have the time of your life; to get the most from the three days in the mountains in any way you want to. You don't have to go to sessions if you prefer a hike, a horseback ride along the trails, a swim, or a beauty nap. At Greenhorn you are free to live, to laugh, to study, to be yourself. That's the spirit of Greenhorn, and it pays in morale, for Kern County teachers like to teach in Kern County. There is a spirit among them that is friendly and wholesome and a wee-bit enlightening.

A list of California educational leaders who have attended Greenhorn Mountain Institute in former years includes the late State Superintendent Dr. Walter F. Dexter, Conrad Wedberg, Winifred Van Hagen, Dr. Bonner McDaniel, Dr. Charles Burch, Walter Morgan, Lyda Loftberg, Dr. Gertrude Witherspoon, Hubert Armstrong, Mary Belle Smith, Dr. Ruben Palm, Dr. Clarence Fielstra, Dr. Madilene Veverka, Dr. Peter Spencer, Forrest Barrett, and Virgil Volla.

The Sixth Annual Greenhorn Mountain Teachers Institute opened September third for a three-day run. Cars and school buses loaded with teachers poured into camp early that first morning. The assignment of cabins was expeditiously completed, bunks were made up, and the camp soon hummed with the activity of happy people. Here old friends meet, and new friends are quickly and easily made, for there is a spirit of informality and friendliness about this institute that makes you glad to be alive and a member of the profession.

Before a meeting could be called, the bell aloft the central tower peeled forth its clarion call to lunch, and the program was under way. There are no introductions of guests, no speeches, nothing to mar the fellowship of the festive board until time for the opening session, and then the bellowing, barking voice of the gargantuan "monster" of ceremonies—this year Tommy Hart, a supervisor on the staff of the County Superintendent. Each year a different one makes his announcements. Says he, "There is but one shower house, so the ladies will take their showers between the hours of six a.m. and 6 p.m. and the men will bathe at night." "The main attraction will take place in the Social Hall immediately—everybody out—to hear Dr. Raymond C. Perry, Director of Teacher Training at the University of Southern California." It's a general session—and everybody goes.

Following the general session there were one-hour workshops in cosmetics, art, and language arts. You could take your choice. General sessions with Dr. Walter Hepner, President, San Diego State; Dr. Paul Leonard, President, San Francisco State; Dr. Lee Edward Travis, Head of Speech Department, U.S.C.; Forrest Barrett, Education Director, United Air Lines; Dr. Grace Fernald, Psychology Department, U.C.L.A.; Conrad Wedberg, Consultant, Speech Clinic, U.S.C.; Dr. Lawrence White, Assistant Chief, Division of Secondary Education, State Department of Education, and Dr. George Geyer, Director for Commission on Reorganization, were all greeted by interested and enthusiastic audiences that overflowed the social hall.

Every meal is a feast at Greenhorn, for each of the four cooks is known far and wide for her art. Steaks, roasts, hams, bacon, eggs, homemade rolls and biscuits, jams, jellies, fruits, cereals, and all the trimmings served family style, were more than enough to appease the most ravishing mountain climbers' appetites. Personalized diets and slenderized waistlines meet their Waterloo when Mrs. Eva Glasscock and her corps of caterers prepare the meals you can't resist.

Each evening, dinner over, the strains of orchestra music drift through the doors of the social hall. From candle-lighted cabins in the moonlight, silhouetted forms come weaving down the paths that lead to the spacious room where undulating

flames lap at the logs in the fireplace and flood the room and figures in a warm orange glow. Folk dancing this year was directed by our genial and charming guest, Eleanor Brooks Pasternak from U.C.L.A. Until midnight young and old alike take to the floor in a flurry of social dancing that leaves only the rough and rugged on their feet and ready for the midnight hike. This year this traditional seven-mile jaunt led over jet-black mountain trails to the acres of "night-blooming lotus"—a sight so rare that even the scientists among us foresook their tempting bunks and joined the trail blazers of the night.

Dr. Gertrude Witherspoon of San Jose State has established herself as the science teacher par excellence in Kern County. Her workshops in cosmetics were overflowing with makers of face creams, bubble bath, face powders, sun tan oils, and an assortment of other toiletry necessities.

Dale Easter taught an interested group the art of designing and making lovely articles of plastic. Helen Dooley gave lessons in art for the classroom teacher. Elcy McGovern talked to the teachers of he language arts. Glenda Liddell charmed her audiences with dramatizations of social studies units. Ray Messinger made agriculture easy for the most urbanized of his young followers. Nina Jorstad demonstrated techniques of teaching with visual aids and Dr. Keeslar lectured on developments in this field.

"Stunt night" brought out the hidden talents of the assembled artists, and the thespians of this pine-scented retreat evoked a rousing roar of appreciation for every act. The Wasco troupe in their presentation of the modernized version of Little Red Riding Hood set a fast pace for the peddlers of pantomime, death-tempting drama, and comedians and comediennes that out-scented the vilest of all cosmetics. The "monster" of ceremonies, bare-legged and garbed in a Parka from the Klondikes, barked each act from a face wreathed in smiles that killed the living and made each act on the bill a headliner for the audience that rocked and weaved in spasms of undignified and boisterous laughter from the opening number till the bell that ended the final round.

Conrad Wedberg, sponsor and godfather of Kern County's speech correction program, is a favorite in the county. It was four-thirty in the afternoon when he began his talk. No one had left the camp, though this was the last and final session of a three-day institute. Every seat was taken, and others stood where space permitted. Dr. Wedberg told of the need for intelligent handling of the handicapped child, he told of suffering, humiliated and defeated children. He talked from the heart of a man who knew and felt the import of his message, and he ended with a plea for understanding, tolerance, and help. A roar of applause rang through the hall as he took his seat, and three times the audience made him rise in acknowledgment of the tribute paid him. Connie Wedberg thus closed the sixth annual Greenhorn Mountain Institute.

Comes chowtime, at Greenhorn Mountain Institute, and Leo B. Hart, and William M. Lampman, representative of Laidlaw Brothers, Educational Publishers, enjoy an informal discussion with Dr. Raymond C. Perry, director of teacher training at the University of Southern California. Dr. Perry was one of the "main attractions" at the institute this year. Bookmen as well as teachers flock to Greenhorn each year to join in the fun and work of the various sessions; Mr. Lampman took part in one of the cosmetics workshops under the direction of Dr. Gertrude Witherspoon, San Jose State College. For a mere fraction of its market cost, Mr. Lampman produced an ample jar of cold cream, testimonial for which will readily be supplied by Rebul Lampman who works in the Laidlaw San Francisco office while her husband travels the state.

One of the cosmetics workshops gets under way. Repercussions of these sessions should be felt up and down the state as teachers carry back to their bobby-soxer students the formulas for producing inexpensive beauty aids that will rival the name brands.

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Dr. Raymond C. Perry, formerly with the State Department of Education, as Chief of the Division of Credentials, is now Associate Professor of Education and Director of Teacher Education at the University of Southern California. Dr. Perry took a leave of absence from the State Department, entering the Navy in June, 1942. He served as a Lieutenant Commander in the Navy in charge of the college training program, and, as he said rather ruefully, he belonged to the group who joined the Navy and saw the U. S. A. He is a graduate of Stanford University, with advance degrees from the University of Southern California. Prior to his position with the State Department of Education, he was at San Diego State College as Director of Teacher Training for five years, and before that was at the Long Beach Junior College as instructor in engineering. Dr. Perry is a true Californian, his grandfather coming to California before '49. He himself was born in Anaheim, Orange County.

Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA LIBRARY ASSOCIATION MEETS

The forty-eighth Annual Meeting of the California Library Association, held at Hotel del Coronado, October 16 to 19, was highlighted by four general sessions and many smaller group meetings. The theme of the meeting was "The Library in a New World," and all discussions were pointed toward the role of the library in the post-war era.

Eleanor N. Wilson, Librarian of the Kern County Library, Bakersfield, presided at the first general session and gave a brief report of the year's work. She then turned the meeting into a social gathering with Sarah E. McCardle, former librarian of the Fresno County Library, as Chairman of the Hostess Committee.

The second general session was sponsored by the Library Standards Committee, Roberta Bowler, Assistant Librarian, Los Angeles Public Library, as Chairman. This Committee staged a very interesting demonstration showing how positions in libraries are classified. The preliminary work of job analysis had already been done in the Santa Barbara Public Library under the direction of Howard Rowe, Librarian. Then, before the audience, Louis J. Kroeger, Personnel Consultant, explained how the different positions should be arranged in a classification scheme. He was assisted in this demonstration by Miss Bowler and Mr. Rowe and, also, by Mrs. Eleanor H. Morgan, Assistant State Librarian. This proved to be a most unusual and interesting meeting as more and more libraries at present are either going into civil service systems or participating in some form of position classification and pay plan.

The third general session followed the idea of sponsorship by one of the Association committees. This meeting was concerned with the library schools and whether or not they are filling the expectations and needs of the profession. The meeting was sponsored by the Committee on Education for Librarianship with Ethel Helliwell, Librarian of the Orange Public Library, Chairman of the Committee, presiding. This meeting took the form of a symposium and had as its participants both heads of library schools and library school graduates.

The highlight of the last day of the meeting was the address by Ralph A. Ulveling, Librarian of the Detroit Public Library, who had been President of the American Library Association for 1945-46. Mr. Ulveling, a leader in the profession and in the national association, gave a fine review of the present activities of the American Library Association in all its aspects including national and international projects.

Convention Subjects Were Varied

Many subjects were considered in the section and group meetings which alternated with the general sessions. The influence of the returning service men and women on library service was a constantly recurring theme in the discussions and was the subject of particular moment in the College and University Section which discussed the effect of the returning G.I.'s on colleges and universities and their libraries.

The subjects of racial and cultural tolerance, inter-cultural relations and intellectual freedom were matters of great concern to the librarians and were considered by the Junior Members Section, Helen Bourne of the Long Beach Public Library, Chairman, the Committee on Intercultural Relations whose Chairman was Gabriel Hickman of the Los Angeles Public Library, and the Committee on Intellectual Freedom with Mrs. Theodora R. Brewitt, the Long Beach Public Librarian, presiding. At this latter group meeting the speaker was Professor Harry E. Steinmetz of San Diego State College and at the session on Inter-Cultural Relations, the speaker in addition to librarians was Ethel E. Erving, Institute of Pacific Relations, New York City.

New Library Materials Reviewed

The newer materials stocked by libraries for their borrowers received a good deal of attention. The use of films, radio programs, motion pictures and especially the current interest in microfilms, were stressed at many sessions. The Committee on Library Photography met with the Committee on Regional Cooperation to give a program particularly on the photography of library materials and cooperation in the use of such copies. The Chairman of the Committee on Library Photography, Neal Harlow of the University of California Library at Los Angeles, presided at this meeting. Many of the subjects were technical, including library photographic equipment and the current library practice in handling photographic copies: ordering, cataloging and storing. Those who attended that meeting were intensely interested as the use of microfilm in libraries is being developed in several of the large libraries of the state.

Mechanical devices, too, were considered, and the subject of electric charging machines and other machine aids was discussed in detail. The entire subject of library buildings, which is a concern to so many communities, both large and small, in California at present, was thoroughly discussed with new ideas gathered in library building institutes and current experience and investigation explained to a large and interested group.

Libraries are becoming ever more conscious of their responsibility to business groups and a panel discussion on that subject, with Mrs. Harriet Davids, Kings County Librarian, as Chairman, and John D. Henderson, Assistant Librarian, Los Angeles County Library, as Moderator, occupied the attention of one of the group meetings.

Library Trustees Meet

One of the liveliest sessions of the Convention was the meeting of the Trustees Section. There was a good representation of trustees, both from the northern part of the state and from southern California, and they heard a very stimulating talk on "The Role of the Trustee in Post War Library Service" by Carleton B. Joeckel, University of California School of Librarianship, Berkeley. Dr. Joeckel discussed in a very thorough and frank manner the question of the place of the Board of Library Trustees in the present system of government, following that with the two subjects: "How Should a Board of Library Trustees Function?" and "What Should the Board Do?" Questions and discussion followed his talk. The presiding officer was Mrs. J. Henry Mohr, Chairman of the Section, who is a Trustee of the San Francisco Public Library. Following the program, a business meeting was held at which Mrs. Walter J. Knox, a Trustee of the Oakland Public Library, was elected Chairman for the ensuing year.

Affiliated Groups Convene

In addition to the California Library Association, other similar or affiliated

groups met at Coronado before or after the regular California Library Association meeting or in conjunction with the larger association.

The County Librarians were called in convention for three sessions preceding the first meeting of the California Library Association. They considered problems of special concern to county libraries of the state and then met with the California Library Association for discussion of problems common to all libraries.

The Music Library Association had a luncheon meeting during the convention and one afternoon session at which the members discussed the use of phonograph records in three libraries of southern California and heard a talk on music in films by Constance Purdy, editor, "Film Music Notes."

Following the last session of the California Library Association, the Southern California Chapter and the San Francisco Bay Region Chapter of the Special Libraries Association met for a joint luncheon and program. The presiding officer at the luncheon was the President of the Southern California Chapter, L. Herman Smith, Librarian John Muir Junior College Library in Pasadena. One of the honored guests was the President of the San Francisco Bay Region Chapter, Kathleen Moore, Librarian of the National Broadcasting Company Library in San Francisco.

The Lighter Side

The setting for the convention was ideal. The fine old Hotel del Coronado provided ample space for large and small meetings and the pleasant surroundings of enclosed garden, proximity to the beach, a fine swimming pool and the perfect weather made the week one of great pleasure as well as profit. Throughout the week Miss Wilson's poise and tact in presiding were notable and added to the smoothness and the pleasure of the meetings. She and her fellow officers were ably assisted by the local committee of arrangements: Clara E. Breed, Librarian, San Diego Public Library, Marjorie H. Kobler, San Diego County Librarian, who had special charge of Exhibits, and Gabrielle Morton, Librarian, Coronado Public Library, who was responsible for the flowers. The San Diego Convention Bureau efficiently managed registration and gave many other courteous services to the Association.

There was much sociability, both in small groups assemblying between sessions and in the larger events planned for the delegates. A harbor trip on the one more or less free afternoon proved to be a real relaxation. Library school dinners were held on one of the evenings preceding a general session and large groups of graduates of the University of California School of Librarianship and the University of Southern California School of Library Science met to renew acquaintanceship and exchange experiences. University of California School of Librarianship alumni had the opportunity to meet the new Dean of the School, Dr. J. Periam Danton, as well as two new members of the faculty, Miss Anne Ethelyn Markley and Dr. LeRoy C. Merritt.

The annual banquet of the Association was held in the interesting and beautiful dining room of the hotel with its crown chandeliers and its famous woodwork. Eleanor Wilson, President of the Association, presided at the banquet and the speaker was Ed Ainsworth of the *Los Angeles Times,* who took as his subject, "Literary Labor Pains." The talk proved to be an account of his research in connection with his current book, *Eagles Fly West.* Mr. Ainsworth gave a witty and altogether delightful talk, making very clear to all his listeners that an immense amount of research must go into a historical novel if it is to satisfy both the writer himself and the subsequent reader.

New Officers Elected

The new officers of the Association are Dr. Evelyn Steel Little, Librarian of Mills College Library, Oakland, as President; Howard M. Rowe, Santa Barbara Public Library, First Vice-President and President-Elect; Dorothy Hamilton, Palo Alto Public Library, Second Vice-President; Thelma Reid of the State Library, Treasurer. Mrs. Jean Bishop, who has been the Executive Secretary for several years, has resigned her position as she is soon to join her husband in Manila. As new Executive Secretary, Mrs. Edna Holroyd Yelland was appointed by the Executive Committee. Mrs. Yelland was out of library work for some years but during the war took a position as branch librarian in Richmond. She now gives up that position to be Secretary of the California Library Association and her headquarters will be in her Berkeley home.

Next year the American Library Association will meet in San Francisco in the latter part of June and early July.

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Book Reviews

From Ginn and Company

World History by Smith, Muzzey, and Lloyd. List price $2.80. This new text covers world history from Prehistoric Man through the signing of the United Nations Charter, and includes thorough treatment of the Second World War. It does not devote an undue amount of space to European history but treats fully the development of civilization in Asia, Africa, and the Western Hemisphere. North and South America, Russia, China and Japan, India, Australia, and New Zealand are well covered. Since there has never in history been a period more far-reaching in its effects on human life than the three decades since the beginning of the First World War, about 25 per cent of the text deals with the era from 1914 to 1946. The book does not unduly emphasize wars and great military and political figures. It devotes a large amount of space to the social and economic movements which have molded the lives of nations. It explains, for example, the democratic reforms of the nineteenth century, the rise of public education and a free press, the abolition of the early evils of the factory system, the extension of the right to vote, the growth of labor unions —the general improvement of the lot of the common man. Religious movements are fully discussed. So is the development of arts and literature. The text is lavishly illustrated with many up-to-date photographs, a remarkable series of dramatic historical drawings, and many maps, including some by the famous cartographer, Richard Edes Harrison.

From D. C. Heath and Company

Teaching Social Studies in Elementary Schools by Wesley & Adams. List price, $2.75. This is an authoritative presentation of social studies teaching for today and tomorrow. In a practical manner the book summarizes past as well as present methods, identifies and interprets trends of today, and clarifies the complex problems facing the elementary teacher in the postwar world. The curriculum maker will find great value in the section dealing with the choice and organization of curricular materials in the social studies, a section which identifies and appraises the trends of yesterday and today in this important field. Special attention is given to classroom situations, the authors offering a broad, and at the same time, a specific treatment of materials and resources for teaching the social studies and of procedures which contribute to effective learning. The preparation of units receives full discussion with particular attention given to the diverse methods and aids so indispensable to the teacher in the modern elementary school. A particularly useful feature is the inclusion of representative lists of units from social studies courses in different states. Carefully selected and extensive bibliographies are included.

University of California Extension Division is offering full time extensive instruction in Chinese, Japanese, and Russian, utilizing the special wartime methods of training developed by the Army and Navy language schools. The program will consist of three terms of fifteen-weeks each and will be offered on the Berkeley campus of the University of California, through the facilities of University Extension. The courses are designed to equip the student with the ability to read and speak the language and to give him a basic knowledge of the country he is studying.

Some Suggested Sources for your Christmas Play

Faced with the yearly problem of where and how to lay your hands on a suitable classroom or assembly play for Christmas or any other occasion, you might care to cut out and save the following source list . . .

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Waldorf-Astoria Hotel, New York 22, N. Y.
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Children's Theatre Press
Cloverlot, Anchorage, Ky.
Illustrated catalogue of long plays for children of all ages.

Dramatic Publishing Co.,
59 E. Van Buren St., Chicago 5, Ill.
Catalogue, "Plays for Young People"—plays, assembly programs, direction hints.

"Plays, Drama Magazine for Young People,"
8 Arlington St., Boston 16, Mass.
Published monthly—short one-act plays for various ages; seasonal, holiday plays.

Row, Peterson & Co.
1911 Ridge Ave., Evanston, Ill.
Illustrated catalogue—plays for children of all ages; also operettas and pageants.

Samuel French, Inc.
25 W. 45th St., New York 19, N. Y.
Catalogue of short and long Christmas plays for children of all ages.

This listing was compiled by Mrs. Martha B. King, director and writer of many children's plays, including "Peter, Peter, Pumpkin Eater", "The Christmas Carol", and "The Snow Queen".

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Jottings of a Traveling Bookman

By
W. M. CULP

National Convention of Teachers of English

"English For These Times" was the selected theme for this parlous period of world history at the Thirty-Sixth Annual Meeting of the National Council of Teachers of English held at Convention Hall, Atlantic City, New Jersey, November 28-30. With some 1700 persons registered it was a very selective group, and rarely in the history of education at any meeting of educators have there been more notable papers read or more inspired addresses made.

In these days of confused thinking and graspings after something solid to cling to, these English teachers and professors were at least articulate enough to make and leave imprinted on the mind of the listeners the fact that there are still in this country persons capable of expressing thought clearly and understandingly. Two reasons, perhaps, were behind this result. First, this Convention was comprised of members who came to the sessions because they wanted to. They were not there to fulfill some state law institute requirement or to make up credits. Their presence was due to innate desire to enlarge their professional knowledge of ways and means of getting across "English" as it should be taught. And the intensity of the addresses was due to the fact that in these troublous times of supposed peace but little peace of mind, persons whose sole business is the communication of ideas through language feel the heavy weight of responsibility upon their calling. A third reason, perhaps, for the excellence of the program was due to the selection of the speakers by President Helene W. Hartley of Syracuse, N. Y., aided by the other officers and by members of the executive committee. These officers consisted of the following: First Vice-President, Ward H. Green, Tulsa, Oklahoma; Second Vice-President, Harry A. Domincovick, Philadelphia; Secretary-Treasurer, W. Wilbur Hatfield, Chicago, Illinois. The Executive Committee included the following persons—Harold A. Anderson, Chicago, Illinois; Roy P. Basler, Nashville, Tennessee; Angela M. Broening, Baltimore, Maryland; Max J. Herzberg, Newark, New Jersey; Irvin C. Poley, Philadelphia, Pennsylvania, and Dora V. Smith, Minneapolis, Minnesota.

Since this meeting of the National Council of Teachers of English was held upon the Atlantic coast the predominance of speakers was from that side of the Appalachians. Some 175 persons appeared upon the program as listed speakers at the 35 or more general sessions, section meetings, committee meetings, and banquets. Of this number only 17 persons were from the other side of the Mississippi River; four from Missouri, four from Minnesota, two from Oklahoma, two from Colorado, one from Louisiana, one from Iowa, one from Oregon, and two from California. The Pacific Coast representatives included Marie Churchill of the public schools of Portland, Oregon. She appeared upon the program as a member of the discussion group considering "Values in the Modern World: Exploring Values in Drama." The two persons from California were Harlen M. Adams, Chico Junior College, Chico, California, who as Chairman of the Council Committee on Speech presided and spoke at the session devoted to "Improving Communication Through Speech." George E. Murphy, Humboldt State College, Arcata, California, appeared as a discussion member of the group considering "Fostering Individuality through Speaking and Writing."

Since all speeches made at this meeting in probability will be made available in time in either the English Journal, College English, or Elementary English Review, comment is made on merely a few of the highlights of the meeting. The address of President Helene W. Hartley, titled "English for These Times—Some Issues and Implications," set the tone for the convention. With the convention dealing with problems of communication through reading, writing, and listening, from that of the pre-school child through elementary, secondary, college levels, and on into adult life, President Hartley emphasized the fact that the teachers of English have two great obligations. The first is to develop the skills of mastery of reading the printed page intelligently, of writing understandable English, of speaking correctly with fullness of vocabulary, and last, but not least, of listening with comprehension. The second point, perhaps two-fold, is to impart the knowledge of living both past and present through literature, as an aid to solving the almost unsurmountable problems of inconsistency confronting modern living. Along these same lines, Theodore Morrison of Harvard University warned in his address, "It Is Earlier Than You Think," that in his opinion one cannot find proof from literature of one way of living being predominantly superior to any other, for literature is the good expression of many ways of living.

Another thought-provoking speech was that of Charles C. Fries of the University of Michigan in his paper upon "Implications of Modern Linguistic Science." He implied that English teachers of the present have little knowledge of the history of the growth of the English language and that a knowledge of how the English language grew and changed though the past 1000 years would be invaluable to them as teachers. The outstanding program of the Convention was that of the

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
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Evening Interlude—Music, Drama, Poetry. With Allan Abbott, New York, Past President of the Council presiding and most apt in his remarks as an introductory speaker, there were three outstanding events. The first was the presentation of the "Ballad for Americans," La Touche Robinson, Atlantic City High School, Glee Club and Orchestra; directors, Elsie McCaskie and John H. Jaquish. It was a delightful portrayal with the massed Glee Clubs in colorful everyday dress of many nationalities, personifying America as of many races but one citizenship. Then followed "How a Poet Works" by Robert P. Tristram Coffin and "Seeing Things" by John Mason Brown, New York Drama Critic. Those who had heard the two speakers before said that never had they heard them in such inspired and fervent mood. The times and the crowd and the mood were in tune. The content of the two men's presentations was seemingly as far apart as the East and the West. The poet, Coffin, appeared as one imagines a great poet should appear—different, witty, sonorous, and a weaver of a troubadour spell. His rendition of some of his poems will be remembered by his listeners as long as they live. The critic, Brown, started by scaring the audience to death with Atomic Self-Annihilation, Biological Warfare, the bestiality that modern warfare had come back to and a presentation of the dismal pessimism that has befallen many of the present day intellectuals who see no hope in the future because of their utter lack of faith in humanity. He ended with quip on stage and screen that had the audience in laughter and left them with the feeling that man's reason might predominate and that a way of peace might come and be followed.

California Minimum Salary Sets National Pattern

Benjamin Fine, Educational Editor of the *New York Times,* in the issue of December 1, 1946, devoted almost two full columns to a discussion of the implications of California voting last November 5, by a large majority, a $2,400 minimum salary wage for all regular teachers. He states that informed schoolmen are convinced that California has set a pattern that may prove valuable elsewhere throughout the country. With teachers almost everywhere throughout the country demanding higher pay rates, and with sporadic strikes of teachers that have occurred at Norwalk, Connecticut, St. Paul, Minnesota, and in several Pennsylvania townships, California is being looked to as a bell-leader. He states this is the first time any State has voted to give all teachers, regardless of their experience or background, a minimum such as was passed recently. He further comments on the fact that California will also provide a higher level of state aid to local schools than ever before in its history. The Legislature is now mandated to provide $120 per pupil in average daily attendance in the kindergarten schools, elementary, secondary, and technical schools. Up to now the state gave $90 for high schools and $80 for elementary schools. This increased allotment will add $45,000,000 to the $93,000,000 that the state now provides. He writes that for the first time California will support kindergarten education, with the result that a tremendous improvement is expected in this area. Previously, all kindergarten instruction was supported out of local district taxation. He comments on the teacher shortage which is as serious in California as elsewhere. He states that during the next decade the elementary enrollment is expected to double and educators of California must recruit during the next eight years 40,000 new teachers, or 5,000 per year. To meet this need the number of students taking educational courses is far below average for pre-war years. He says, by way of illustration: the University of California at Los Angeles has requests for 2,600 teachers; in June the university graduated only 30. He sums up by stating that educators of California are convinced that by adopting Amendment No. 3 the state has taken a forward step that will soon pay dividends in the form of better teachers, less crowded classrooms, and better trained pupils.

New York and Chicago Search for Superintendent

The Boards of Education of both New York City and Chicago are on the lookout for candidates to fill the superintendent's post in each city. The Chicago position has been vacant for some time since the resignation of Superintendent William H. Johnson this past summer. The Chicago Board has been carrying on a sub rosa investigation for a suitable candidate throughout the United States with little being known of the progress of the investigation. On the other hand, the New York City Board of Education, with the knowledge of Dr. John E. Wade's coming retirement next summer, upon reaching the age limit, has since last March had a committee of prominent educators, headed by Dr. William H. Kilpatrick, Emeritus of Columbia University, drawing up requirements by which the candidates are to be evaluated, and considering individuals to fit these specifications. Assisting Dr. Kilpatrick on this committee are Dr. Willard E. Givens, executive secretary of the National Education Association; Dr. Ernest O. Melby, dean of the School of Education, New York University; Dr. Francis M. Crowley, dean of the School of Education, Fordham University; Dr. William F. Russell, dean of Teachers College, Columbia University; Dr. Paul Klapper, president of Queens College, and Dr. John W. Studebaker, United States Commissioner of Education.

This past November the committee made its report to the New York City Board of Education. It listed six men as capable of filling the $25,000 New York City superintendency. The committee listed alphabetically the following educators: Nickolaus L. Engelhardt, associate superintendent of New York City schools; Frederic Ernst, associate superintendent in charge of the New York City academic high school division; Willard E. Goslin, superintendent of schools of Minneapolis, Minnesota; Herald C. Hunt, superintendent of schools of Kansas City, Missouri; William Jansen, assistant superintendent of schools of New York City, and Alexander J. Stoddard, superintendent of schools of Philadelphia, Pennsylvania.

The report also offered to the board a list of desirable characteristics to be kept in mind, as a choice is made from the list submitted. These included personal character and an inclusive outlook on life, as well as educational insight. Personal leadership was emphasized and described as the ability to win cordial cooperation both from the public and from the school system. The committee advised that the new superintendent should possess dynamic and effective administrative ability, and "backbone" in leadership and administration. While the report declared specifically that "the proper choice from these six names will give the best available man in the whole country for the post," it also added that the advisory committee "does not hold all six persons as equally fitted to discharge the duties of the superintendency." It had previously come out that Superintendent Willard E. Goslin of Minneapolis had held first place in this committee's deliberations. According to those in the supposed know, the presently favored candidates are Willard E. Goslin of Minneapo-

(Continued on page 12)

Western School News

Edited by MORRIS WAGNER

ROBERT ABBOTT RETURNS TO OAKLAND SCHOOLS

Robert B. Abbott has returned to the Oakland school system after completing his service with the United States Navy in August, 1946. Mr. Abbott is now serving as principal of Woodrow Wilson Junior High School. Before receiving his appointment as Lieutenant by the United States Navy in July, 1943, Mr. Abbott was principal of the Crocker Highlands Elementary School and prior to that vice-principal of the Oakland High School in charge of curriculum, testing, program, and many student activities.

Mr. Abbott is a native Californian, born near Fresno. His father was principal of Washington Union High School, Fresno, of the Coalinga High School, and superintendent of schools, Hanford. Robert Abbott graduated from the University of California in 1922 and did graduate work at Stanford University under Elwood Cubberley. He was nominated to the Fresno Board of Education as vice-principal, Lincoln School, then served a year as vice-principal of the Washington Junior High School, and a year as principal of Jackson Elementary School. In 1928 he was nominated by Walter Hepner to the principalship of Heaton Demonstration School, which served as an observation and teacher training school for Fresno State College, and taught courses in School Administration and Educational Sociology at the College. In 1934 he was nominated by Willard Givens to the Oakland Board of Education as principal of the Elizabeth Sherman School, also a teacher training school for Mills College. He later served as principal of the Horace Mann Elementary School, Oakland, where the teachers undertook a teaching program based on reading ability of the students in two-year age groups. In 1936 he was appointed part-time to the Research Department in charge of the Testing Division, and in 1938 became a full-time Research Department Consultant in charge of Administrative Research. Under the superintendency of Einar Jacobsen he became head of both Testing and Administrative Research Departments.

ROBERT B. ABBOTT

In the Navy Mr. Abbott was trained as an Audio-Visual Officer in Washington, D. C., served as Chicago area assistant for the Audio-Visual Department, and later assumed charge of the Detroit, Cincinnati, St. Louis, Kansas City, and Minneapolis areas as a member of the Training Division, Ninth Naval District. He later assumed duties as Officer in Charge, Training Aids Production Unit, Educational Services, Chemical Warfare, and Testing offices of the Ninth Naval District. In October, 1945, he received his appointment as Lieutenant-Commander.

Life Adjustment Education is one of the major projects undertaken by the California Division of Secondary Education with the United States Office of Education and representatives of the Departments of Education of Oregon and Washington. The project involves planning a program for those students in high schools not preparing for college entrance or specific vocations. The secondary schools of the nation are giving primary emphasis to preparation for college. The program of most high schools consists of a schedule of academic courses featuring book-learning activities taught by a corps of academically-trained and highly verbal instructors. Approximately 27 per cent of the youth of high school age have either never entered or have dropped out of these academic high schools. An examination of both social and student needs indicates that this type of secondary education can serve appropriately no more than 20 per cent of the secondary school population. It is also estimated that another 20 per cent of this school population are being, or can be, served by the established types of vocational education. This means that approximately 60 per cent of those who will become citizens, family members, and workers in our society are not receiving direct vital preparation for these life adjustment activities.

TRIBUTE TO MARGARET VAN VOORHEES

By Ada York Allen

Thursday, November 7, 1946, Margaret Van Voorhees died in San Diego. The office of the County Superintendent of Schools has lost an important member of the staff.

It was in the school year of 1923-24, when Miss Van Voorhees entered the San Diego County office as Supervisor of Physical Education in the rural schools of the County. Immediately her presence was felt as she went from school to school. The boys and girls admired her and promptly put into effect the precepts she taught. She was a power for good in those young lives.

Under her leadership, the annual School Play Days became a looked-for event. Districts combined to hold them and parents came with enthusiasm to see their children meeting other children in exhibition, in contests, in games for all, and in the picnic dinner.

Soon, with Miss Van Voorhees as leader, the teachers formed Zone Clubs, meeting to discuss education and techniques. This activity was a voluntary in-service training that was most helpful in school improvement.

Miss Van Voorhees participated actively in the Rural Supervisors' Association of the State, at one time holding the presidency. Everywhere, she was a vibrant person, winning friends and working for rural school enrichment.

In 1943 she was appointed Co-ordinator in the Elementary Schools of the County. This was her official position when death came so suddenly and so unexpectedly. A person of unlimited energy, she gave to her work the devotion of one who translates ideals into the actual. A valiant worker, she gave unstintingly of her time, her energy, her self to the cause of education. Her going from us brings grief to many hearts.

T. C. Morehouse, Jr., who was with Macmillan in California, is now Sales Manager for Young America Films, Inc., with headquarters in New York City.

COUNTY SCHOOL SUPERINTENDENTS' FIRST NATIONAL CONVENTION

By
LEO B. HART

"You can't get along without the County Superintendent of Schools and the office deserves the support of federal, state and local governments as well as laws to facilitate the many functions it is called upon to perform"—that was the substance of the first National Convention of County Superintendents held in Des Moines, September 19-21.

Miss Ellen Hartnett, National President of Rural and County Superintendents, directed and presided over the Conference. Her address stated definitely and concisely the goals of education, if it is to serve adequately the rural youth of America. Teachers, buildings, salaries, equipment, curriculum, transportation, and community services must be as good as the best.

Dr. Howard Dawson spark-plugged the Convention and was most emphatic in his challenge to the rural educators assembled from forty states to take up the cudgels for the equalization of educational opportunities—not for giving of more to those who have the most, but rather to those who have the least. He struck out vigorously at those who haven't the courage to fight for federal aid for, "Until the federal government aids education, several million of America's children will be denied that which is theirs as a birthright."

Driving at the plight of millions of rural American youth, who should be enjoying the advantages of free public education but are not, he charged rural education with the need for eradicating the rural slums which are as bad as the slums of our urban centers and emphasized the thought, "The ultimate aim of capital and labor can only be to improve the quality of the people."

From these simple, forceful statements, one could catch the spirit of the convention. America's great, in the field of rural education, were there and from their addresses to the superintendents assembled one gathered these quotes:

"Leading the way to human welfare is the greatest leadership in the world," and in this field our rural schools have led.

"The future of the United States rests with the people from the rural areas," whose stock has given and continues to give the vitality and leadership our country needs.

"The people are a nation's greatest resources and we cannot afford not to develop them."

"Teachers Colleges are crowded but not with teachers."

"The full measure of everything we do is in the value it gives to the children in the classroom."

"It is the job of educators to make a reality the best that has been known or thought in education."

The status of free public education in America today seemed most clearly reflected in the status of the office of the county superintendent as a part of our national program of free public education. With but few exceptions it was noticeable that where education is serving least well all of the children, the office of the county superintendent is least recognized by adequate salary, professional requirements and legal provisions to support his services, and, where the general educational level is highest, the reverse is true.

One was impressed by the unanimity of aims as contrasted with the divergence in method and degree of progress in achieving those aims. Out of such leadership, as characterized this conference, we can hope for progress. The County Superintendency has grown in importance, its functions are essential; to recognize this and fit the office into a position of universal influence in the educational machinery seems to be the task ahead. This office is a great potential force for the advancement and enlightenment of a great and important segment of our people. To neglect it would be folly, strengthen it—we must!

PHIL MAXWELL is out of the book business. During the war he was Chief Censor for the Territory of Hawaii. He is now a mediator between employer and employee in labor disputes at the Hawaii Employers Council, Honolulu.

CONFERENCE OF SAN FRANCISCO STATE COLLEGE

By J. PAUL LEONARD

The faculty of the San Francisco State College is revising its entire curriculum so they may more nearly meet the needs of the students enrolled at the institution. Attention is to be given to revision of all the professional programs of the institution, but major consideration is to be given first to designing a program of general education for all students at the institution. Realizing the difficulties of doing this job with the pressure of classes and other activities of the college, the faculty decided to go away from the campus for three days and sit together as a total faculty to discuss what the program of general education should be.

Previous to the conference a faculty committee had studied for nine months the general education programs in existence in a number of institutions throughout the country. As a result of this study the committee proposed for consideration the basic philosophy of the nature of the approach that should underlie the general education program for San Francisco State College. These reports were circulated to the faculty and one general faculty meeting was held to discuss the report. The men's faculty organization of the college also devoted one of its monthly meetings to a discussion of general education and each department under each respective chairman held several meetings to discuss the report.

After these discussions a retreat was planned for the entire faculty and 120 people went to Asilomar, near Pacific Grove, California. This is a conference ground providing complete facilities, for lodging and discussion. The program was planned by the president, the deans, and the chairmen of the various departments.

The program opened on Thursday evening November 14, with a dinner. The opening address was given by Mr. Roy E. Simpson, State Director of Education, who spoke on *The Place of the State Colleges in California.* This was followed by a report from Dr. Boyd McCandless, one of the psychology professors, who gave the results of a study of the characteristics of the student body. The third speaker was Dr. Malcolm MacLean of the University of California at Los Angeles, who spoke on *General Education Throughout the Nation.*

On Friday morning following the dinner, the entire faculty again met and Dr.

MacLean spoke on the type of a general education program appropriate for San Francisco State. Following his address the faculty conducted a general discussion under his leadership. In the afternoon the 7 divisions of the college met separately to discuss the basic proposals by departments which Dr. MacLean had presented to the faculty. On Saturday morning the total faculty again met to hear the reports of the departmental chairmen and to discover the unity and variations in thinking that had developed. The faculty met by department again on Saturday afternoon to clarify their thinking further and to discover what each department had to contribute to a program of general education. On Sunday morning the faculty again met as a total group to unify their thinking and to make decisions as to steps to be followed in developing further the program at the college.

Interspersed throughout the meeting were a large number of musical numbers given by various faculty members of the music department and the two evenings were devoted to recreation for the group.

The conference was imminently successful. It not only developed better understanding on the part of the faculty members, but it served to bring about basic agreements upon which the faculty can now proceed to develop a unified program of general education.

J. B. LIPPINCOTT COMPANY COMPLETES 150 YEARS OF PUBLISHING

More than one hundred fifty years have passed since the founding of the publishing business which has developed into J. B. Lippincott Company as now constituted. Today, imbued with the spirit of continued progress, this long-established concern is enjoying one of its most active periods of growth and development, pushing forward enlarged publishing programs in the fields of general literature, children's books, school and college texts, and medical and nursing books and technical periodicals.

With its beginnings in Philadelphia in 1792, the business was operated under several different names until 1851 when Joshua Ballinger Lippincott, "against the advice of his friends," bought one of the most successful publishing houses of the time, Grigg, Elliot, and Company and added to it Clark's Bookstore which he had purchased in 1836. The business flourished and the name Lippincott became widely known in the development of American culture which paralleled the growth of the United States itself.

In its early years, the Lippincott Company was noted for its sale of Bibles and many important reference books, among them "Lippincott's Pronouncing Gazetteer of the World," and its companion volume, "Lippincott's Biographical Dictionary." Shortly after 1850 the company expanded its publishing activities to include school texts and medical and nursing books. All of these departments have had a successful development and are today more active than in any previous period.

The Home Office of the Lippincott Company, officially named J. B. Lippincott Company after its incorporation in 1885, is located on East Washington Square, Philadelphia. Large and important branch offices are maintained in Chicago, New York, London, and Montreal.

The President of the Company is Joseph Wharton Lippincott, fourth member of the family to hold this office. A brother, Bertram, is a Vice President; and a son, Joseph W. Lippincott, Jr., is Secretary.

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Children's Books: H. A. Johnson, Director; Helen Dean Fish, Editor; and Mary Harvey, School and Library Department.

CHARLES K. PRICE, district superintendent of Orland public schools, reports that his school plant at present consists of a primary and main building with a capacity of approximately 500 children, but with 750 attending. The Board of Education has let a contract for a new cafeteria and kindergarten for $81,347.00. Superintendent Price plans that the dining-room be used as two classrooms until a new intermediate school for 7th and 8th grades can be built. The bonds for the new building have already been voted. Also being used for classrooms at the present time are the sewing room, the science and art rooms, and 84 children are attending school in Church.

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"HELLO" FROM HELEN HEFFERNAN

This is the first in a series of letters from Helen Heffernan which *The Western Journal of Education* will publish to bring the news of Miss Heffernan's work in Japan to her many interested friends in California. Miss Heffernan's address is given for those who may wish to write to her.

Helen Heffernan, W. D. C.
C. I. & E., G. H. Q., AFPAC
APO 500, c/o Postmaster
San Francisco

Konnichiwa!

According to my promise I shall write concerning my Japanese adventure. The trip from Fairfield-Suisun Army Airport to Tokyo generated deep feelings of respect for the Air Transport Command. These skilled crews brought our great four-motored plane across the Pacific with unbelievable comfort and precision. Fortunately for me, I was assigned to what the boys call "a plush job," a plane not unlike the Mainliners in equipment. The forty-two hours from California to Tokyo of actual flying time were entirely pleasant. Of course, the harness for the parachute and the Mae West life preserver which had to be put on and taken off at each take-off and landing proved burdensome, particularly in the heat of the Pacific atolls, but such discomforts seemed trivial when compared with the confidence these remarkable crews engendered.

Our plane took off from Fairfield-Suisun at 6:30 p. m., October 27. It had taken some 32 hours from the time I checked in for overseas movement until the hour of departure. You can well imagine how I watched the lights of the Bay Region until they finally winked out and the passengers settled down for the eleven and a half hour hop to Hickam Field. Precisely on the minute we landed in the balmy air of Hawaii. There was no opportunity to see the sights of Honolulu. The early hour even precluded the possibility of telephone calls. At seven-thirty we were in the air, with Johnston Island, our next stop, four hours away.

Landing at Johnston Island was quite a thrill. It almost seemed as if the plane were landing in the water. The runway was built far out into the water in order to make this tiny island an airbase in the Pacific. It was hot—the words seem inadequate to convey the oppressive breathless heat. The menu for lunch of hotcakes, bitter marmalade, and the omnipresent Spam certainly created no illusion of coolness.

After an hour, we again took off for the eight-hour hop to Kwajalien. Kwajalien, so bitterly and so recently won as a strategic outpost in the Pacific! My four hours on Kwajalien will do me for a lifetime. As I literally sweated them out, I thought of the terrific effort of our boys to take and hold this island.

At length the hour for departure came, Guam lay another eight hours across the Pacific. The verdure of Guam was a relief although the humid temperature remained unchanged. We were grounded for 28 hours in Guam—a tattered and beaten island after the recent hurricane. I was privileged to visit the American Red Cross Clubs maintained for the enlisted men on the island. The most beautiful of the clubs was totally destroyed by the hurricane. The others made little oases of comfort and recreation which were lifesavers to the men stationed on the island. Mr. Eberhardt, the Director of the Red Cross program, was formerly in the Music Department of the University of California, Berkeley. I was particularly impressed by the good spirits and friendliness of the Red Cross girls assigned for duty in these clubs.

Our flight was non-stop from Guam to Tokyo. Except for an excellent view of Iwo Jima en route we saw no land until we were actually over the air strip in Japan.

The most amazing thing about Japan is the attitude of the Japanese toward the Americans. Either they are really glad to have us here, or they are past masters at duplicity. Actually, I believe the people were worn out with the military domination and welcome the development of democracy in Japan. In my opinion a political, social, and economic revolution unprecedented in modern history is being accomplished. The promulgation of the new Japanese Constitution last Sunday is hailed as an important step in the process.

The most discussed educational topic in Japan is the question of teachers' salaries. The Japanese Educational Workers Union, National Federation of Teachers Unions, now boasts that 320,000 of Japan's teachers are "participating in the common front for the establishment of living rights."

What is the salary of a Japanese teacher? The question is difficult to answer because so many items enter into the salary. For example, a married teacher (family supporter of around age of 27) who has been graduated from normal school for seven or eight years has an income of 580 yen (basic salary), 100 yen (family allowance), 80 yen (house expense), 58 yen (duty allowance). In all 818 yen. At present rate of exchange this would mean a monthly salary of about $55.00.

Needless to say, teachers are driven to all kinds of other employment to make a living. A Japanese vernacular newspaper carried the following composition written by Jun Usui, a pupil in Yotsuya Ward, Tokyo:

"I never believed the rumor that Mr. Aihara and Mr. Kato are selling newspapers at Yurakucho Station, till I heard Mr. Seki's talk and my friends say they had really witnessed the scene. At first, I could not help being surprised and wondering, for it was beyond my imagination that teachers should sell newspapers. But now I have come to realize that teachers are hardly scraping along with the low wages. I am determined to help teachers as much as I possibly can."

About my own work? I must confess that I am really only in the process of orientation. Much excellent work has already been done by my associates here. This week I have been acquainting myself with progress which has been made and helping particularly on the new course of study for Japan now being developed by the Mombusho (Ministry of Education) with the direction and cooperation of this office. In addition, I have made a "little study" of class size. The average size of class in Japan is 60; with a legal limit of 80! The legal limit is frequently exceeded.

My billet is Hotel Osaka. Although we have no heat there as yet we are promised that the radiators will be installed by the middle of the month. The food is unusually good considering that everything used by the American personnel is shipped from the States. It is General MacArthur's policy that no food shall be taken from the Japanese to feed American personnel. The Japanese are deeply appreciative of the excellent treatment they have received from the occupation forces. In spite of the dark days ahead, I believe the

Japanese people are facing the future hopefully because of the wise policies for the rehabilitation inaugurated by the Supreme Command Allied Powers.

Greetings to all my California friends,

Sayonara,

Helen Heffernan.

SAN LEANDRO HAS NEW READING GUIDE

By Elcy McGovern

The San Leandro City Schools have recently presented the second in a series of splendid teachers' guides on Reading. This most recent curriculum publication is entitled "A Teachers Guide in Intermediate Reading," and is a natural outgrowth of the fine work of the San Leandro City teachers in the middle grade.

The intermediate guide as well as the primary guide was compiled by Alys Clare Garcia and is characterized by her emphasis upon reading as a most important tool for helping the individual solve his social and personal problems. Dr. David H. Russell of the University of California served as consultant during the work of the various teachers on the Reading Committee for this publication, while Mrs. Eva Gildae assisted the primary people in their study. The results are two fine volumes which certainly will be most helpful to the classroom teacher.

The organization of these books is such that the classroom teacher can find help very easily and quickly. The content is written in a simple direct manner, the objective being to give a generous number of ideas and suggestions for the teachers choice.

The books make an appeal as practical helpers. The Primary volume deals with such problems as Grouping to meet individual differences, types of reading, reading readiness, charts and chart making, primary reading skills and suggested reading schedules. A similar treatment of the problems of the Intermediate Reading program is given in Intermediate Guide, which includes specific attainments, skills to be developed, types of reading, remedial reading, grouping, literature, library skills, and a teachers bibliography.

The children of San Leandro as well as the teachers and supervisors must have grown in the development of these guides.

Elcy McGovern who reviews on this page the new San Leandro Reading guide, has long been prominent in the language arts field. During her experience as county superintendent of schools, Mariposa County, Miss McGovern had a very keen interest in the development of language arts, and for the past several years she has been language arts supervisor, Kern County. Miss McGovern has had workshops in language arts and social studies at the University of Southern California for several summers and at present is obtaining her doctor's degree in the language arts field at the University of Southern California while at the same time carrying on her supervision work in Kern County. She has always been quick to recognize good ideas in the language arts field. She knows whereof she speaks, therefore, in reviewing the San Leandro Course of Study.

Alys Clare Garcia, who compiled the new San Leandro Reading guide, has been reading supervisor of the San Leandro city schools for the past several years. She has gradually worked out intermediate and primary Reading guides through actual demonstrations. The grade placements which she incorporated in the guides were obtained through actual testing of the San Leandro children. The San Leandro system recently reorganized the supervision program and Miss Garcia now has the primary grades as a primary supervisor. During the past summer Miss Garcia helped work out a more detailed guide for correlating language arts with the other subjects taught.

Virgil E. Dickson, formerly superintendent of Berkeley Schools, is now Chief Educational Officer for the United States Office of Education, with the territory of California, Nevada, Arizona, and Hawaii. In his new position Dr. Dickson assists the Federal Government in determining the needs of universities and colleges for facilities for the education of veterans. He visits the various universities and colleges, studies reports, and makes recommendations to be put into effect by the engineers of the Federal Works Agency.

Dr. Dickson had been associated with the Berkeley public schools for twenty-seven years, having first accepted a position in Berkeley on a part-time basis in 1918, when he was brought to Berkeley to establish the counselling and guidance service. Prior to his assuming full-time duties in Berkeley, he was for a period of eight years Deputy Superintendent and Director of the Bureau of Research and Guidance in the Oakland public schools, and lecturer in the Department of Education at the University of California. Always vitally interested in the guidance and welfare of childhood and youth, Dr. Dickson cooperated with Chief August Vollmer of the Berkeley Police Department in the organization in 1920 of the local Coordinating Council for Child Welfare, and has been chairman of the Council since its organization.

Dr. Dickson was granted the degree of Ph. D. at Stanford University in 1919. He is a charter member and former vice-president of the National Educational Research Association, and associate editor of the Journal of Educational Research, published by the Association.

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Library News

Edited by MABEL R. GILLIS, State Librarian

TREASURE CHESTS TO THE PHILIPPINES

By Florence Marr
Alameda County Library, Oakland

On August 15, 1946, three packages weighing about 40 pounds each were picked up from the Alameda County Library by the Railway Express. They had started on a long journey, each to a different destination in the Philippine Islands, and their going ended our part of a nationwide dream which began more than two years ago. For they were "Treasure Chests"—gayly decorated, each filled with 30 new, favorite children's books, a scrapbook of photographs, drawings and essays, a box of crayons, a box of pencils and an empty scrapbook. Inside each book in the Chests the bookplate pictured James Daugherty's "Andy and the Lion" and said "From the Children of California to the Children of the Philippines."

In all devastated countries emerging from World War II, books had been among the many casualties. In New York City, Mme. Ninon Tallon had remembered the American books which came as gifts to French children at the end of World War I, because she had been one of the children, and so she planned how boys and girls in the United States could send new copies of the books they loved to the boys and girls of the world.

In March 1945, the Alameda County Library helped in the National Campaign to raise funds to buy these books. Mr. Vaughn Seidel, Alameda County Superintendent of Schools, was most cooperative in giving permission that funds might be collected in the schools. His rural supervisors helped in every way. Some classes made miniature "Treasure Chests" in which to collect their money. The way in which Myra King at Redwood School interested her youngsters was most amusing and successful. Each boy and girl made an apron of colored paper complete with pocket and tape measure ties. Then they took the aprons home and measured their parents' waist-lines. One cent an inch was charged and the loot put in the apron pocket and brought to school the next day. At that time, the National Committee felt all books should be sent from the East Coast; and so schools and libraries in the eastern part of the United States made their "Treasure Chests," filled them, and sent them off to France, Greece, Russia, China—the world.

As a purely local incident in Alameda County, a set of instructions, intended for eastern schools and libraries, including instructions for the making of a "Treasure Chest," somehow found its way to Centerville School. There, an enterprising boy followed the instructions and made and decorated a Chest. Centerville School asked the County Library if we would like to have the Chest. Of course we said "Yes" but wondered what we would do with it.

In January 1946, there was still plenty of money in the "Treasure Chest" fund, and it was decided that the West should have its chance to send Chests to the countries of the Pacific rim—especially to China and the Philippines. Librarians were asked to let Gladys English, Chairman of the California Campaign, know how many Chests they would supervise. With one "Treasure Chest" already at hand, the Alameda County Library was easily influenced and signed up for three Chests.

Centerville Elementary School has an enrollment of about 200 boys and girls who live in or around a pleasant small town in a fruit growing and packing community. We asked Mrs. Alice Lambrecht and her seventh grade if they wished to choose the 30 titles and make the scrapbook, telling about themselves, their school and community. Florence Little, the Children's Librarian for the Branches of Alameda County Library, and Florence Marr, then the Schools' Librarian in the same Library, visited the class, brought copies of some of the books on the recommended list, and together selected the books.

These boys and girls were very anxious to have the right 30 books in their Chest. They wanted the books about the United States to be as attractive as possible, so they chose McNeer's "Story of California," Pyne's "Little History of the United States," "Paddle to the Sea" by Holling—all the large picture-type with handsome illustrations in color. Lois Lenski's "Little Family" and a "Betsy and Billy" story by Haywood showed our family life. The Story of the Three Bears and the Story of the Three Little Pigs were "musts" and Leslie Brooke's wonderful round, pink pigs in the "Golden Goose Book" helped make it the natural choice. Folk and fairy tales like "English Fairy Tales," by Jacobs and Carrick's "Picture Tales from the Russian" were included. James Thurber's "Many Moons," the amazing story of a little princess who wanted the moon and got it, was the modern fairy tale. The Christmas stories were the lovely "Christ Child" of the Petershams and Bernhard's "Lullaby," a Polish folk-tale, colorfully illustrated. There was difficulty in choosing a biography. All of us felt there should be one included, but we did not care for any on the list. One of the boys suggested Shirley Graham's "Dr. George Washington Carver." He said he thought Dr. Carver was a great American and that boys and girls in the Philippines would like to know about him. The class agreed that this was the right book. Mrs. Lambrecht had read the book aloud to her class and the character and integrity in it had come alive to them. It was decided that the Centerville Chest should go to Tugudin, Ilocos, in the Philippines, because Tito Lardizabel, a boy in the eighth grade, had relatives there.

There was no question what school was going to do one of the two remaining Chests. Russell Elementary School has a population of 250 uninhibited youngsters of varied nationalities and backgrounds. Last Christmas we went to their program, a Mexican Posada and Pineta, mostly in Spanish. In the Posada, Mary and Joseph went from inn to inn asking in song, if they might stay; the second part was the familiar scene of the wisemen and shepherds worshiping the Child. The Pineta which followed was hilarious fun. Then, in the Spring, we had sent a number of inter-group books like Estes' "Hundred Dresses," Gates' "Blue Willow," Jackson's "Call me Charley," and Tunis' "All-American" to the eighth grade class studying Democracy and visited them to hear the reactions of the boys and girls to those books and others.

We thought we knew Mrs. Alta White's eighth grade and Mrs. Marguerite Pace's sixth grade best. So we visited the combined group and chose the books with them. We had thought it might be more difficult to choose books with children who, because of their foreign language background or lack of opportunity, might not have read widely. We needn't have given it a thought. The small county library

branch across the street from the school is a popular place and has been used to advantage by the boys and girls to supplement the books at school. These children had better taste in their favorites than others who had had all the supposed advantages.

Mrs. Pace's brother, a skilled carpenter, made the Chest, painted red and decorated in blue. Joe Mendoza, who was in Mrs. Pace's sixth grade, had relatives in a Philippine town on Cebu, so the Chest was to go there, and the bright blue letters on the Chest said, "Treasure Chest to Cebu."

As far as the scrapbook was concerned, we had underestimated Russell School's great interest. Centerville did a careful job both in their choice of books and the scrapbook, and Mountain House the third school, a conscientious job, but Russell's enthusiasm in their scrapbook swept through the whole school. It seemed to come partly from the principal, Mrs. Wilda Mette, and the teachers talking it over among themselves, partly from the children telling each other, knowing it was going to boys and girls like Joe, boys and girls he knew. Everybody insisted on contributing to that scrapbook until it bulged. Yet there was nothing which could have been left out. The second graders' drawings of their homes and location of each on a map were just as fascinating as the photographs of the eighth graders who went to San Francisco to give their intergroup book reviews for the Institute meeting of Children's Librarians, and visited Fisherman's Wharf and Coit Tower afterwards. The whole scrapbook was blended together by the careful artistry, the warmth and imagination of Mrs. Pace and Mrs. White.

The third "Treasure Chest" was done by the Mountain House School. It is quite different from Centerville or Russell—a one-room school on the edge of the San Joaquin Valley in the far corner of Alameda County. There was a total of seventeen boys and girls, grades 1 to 8, enrolled last year. We had known most of them and their teacher, Mrs. Evelyn Ridder, for about a year and a half and liked their friendly, happy spirit. Their scrapbook was simple and effective, filled with pictures and descriptions of the life around them—cows, lambs, pigs, broad fields and tractors. When we visited Mountain House to choose the 30 books with them, we had our pictures taken together. This photograph went into their scrapbook, as well as other photographs of their school and the grounds. Mr. Ridder, a hard-working high school principal, was cajoled into making a "Treasure Chest" of plywood, and it was decorated by the class to look like an old-fashioned Chest.

After we had bought the actual books to be sent in the Chests, we again visited the schools and showed the finished product to the boys and girls, who had by that time completed their scrapbooks and decorated their Chests. At Russell, we borrowed two enthusiastic eighth grade boys—one to carry the Chest, the other to carry the 30 books—and went from class to class and showed all the pupils what they were sending to Cebu. The two boys helped in letting the smaller children see the books. The mere sight of some brought broad smiles, and a few, sheer delight—"The Five Chinese Brothers," "Little Pear," "The Little Family." We watched the whole school fall in love with the gift they were sending to their friends.

Mr. Edward Benton and Mr. Wilcken Fox, members of Mr. Seidel's staff, took photographs of the "Treasure Chests" in the County Library. Then we put the books in the Chests, the full scrapbooks and the empty ones for the boys and girls who receive the books to fill and send back, and the crayons and pencils. We turned the keys in their locks. We wrapped the Chests and labeled them and called the Railway Express. Then we wrote letters to Mr. Donald Wilson in San Francisco, who was handling the shipping, Mrs. Paul McNutt in Manila, who will forward the Chests to their ultimate destinations, Mme. Ninon Tallon in New York City, who dreamed the dream, and Gladys English in Los Angeles, Chairman of the California Campaign, who sent the instructions and wrote letters of advice and encouragement. The express men came and carried the Chests out of the library. A few days later a letter came from Mr. Wilson, saying the "Treasure Chests" were on the "Marine Panther," sailing soon from San Francisco for Manila.

We, in the Alameda County Library, and the boys and girls of Centerville, Russell and Mountain House, will long remember the "Treasure Chests to the Philippines." We hope the Chests will bring as much pleasure in the Philippines as they have brought to us here.

One World in the Making

by

WILLIAM G. CARR

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(Continued from page 4)

lis, Frederic Ernst, associate superintendent in charge of New York High Schools, Dr. Alexander J. Stoddard, Philadelphia superintendent, and William Jansen who serves as assistant to Dr. Wade. Already editorial comment has been of the pro and con variety. *The New York Sun* does not think that a man whose sole experience has been in a city the size of Webster Groves, Missouri, of 19,000 population, and for the past two years at Minneapolis, a city of 500,000, could have any conception of metropolitan New York City with its 600 schools, 30,000 teachers and nearly a million pupils. It favors a man chosen from the city school ranks who has grown up with the system. On the other hand the *New York Herald Tribune* feels, "The paramount factor that the board must weigh, in finally measuring each surviving candidate against the others, is that the public schools of New York are in need of a thorough overhauling, a task that calls for the most independent as well as the most competent and experienced man who can be found." Previously, in the same editorial, it had led up to this conclusion by stating, "The experts have now rated Dr. Willard E. Goslin first among candidates recommended to them from elsewhere. Mr. Goslin's outstanding merit and special fitness will be apparent to the public upon a look at his record. As superintendent in Webster Groves, Missouri, Mr. Goslin ran an exemplary small system. Two years ago he took charge in Minneapolis, a community which, although smaller than New York, has the mixed racial, religious, and political backgrounds which characterize this city. Minneapolis had neglected its schools financially; they were administratively backward, and morale and public confidence were low. Mr. Goslin restored confidence. He planned soundly and established proper, efficient administrative relationships among the supervisors, teachers, school board, and public.

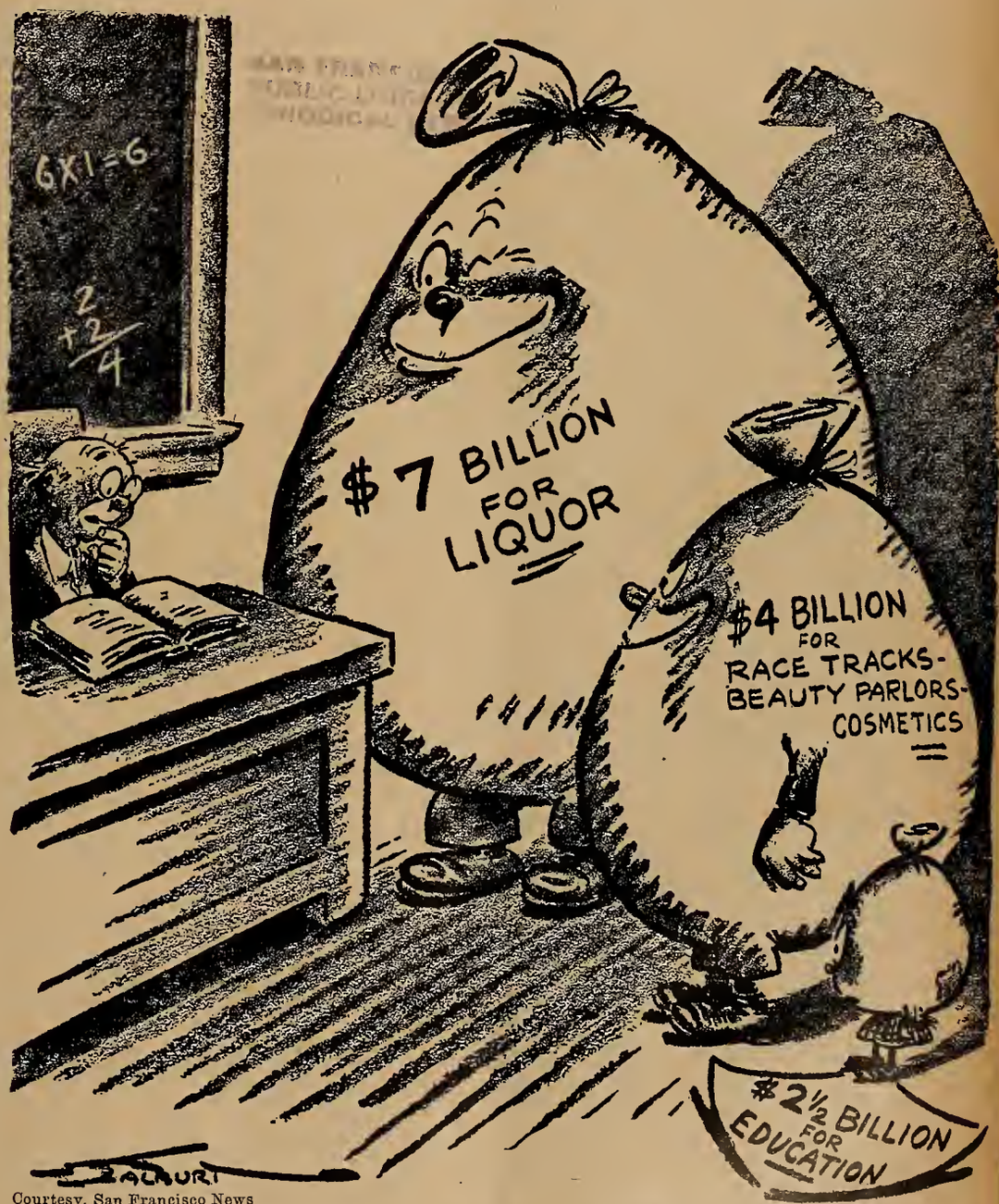
"The force of the argument for a local man, on the other hand, lies in the immensity of New York. A newcomer would require time to master its school machinery and personalities. It may be contended persuasively that prior experience in a city of great size is vital. One of the New York candidates, Frederic Ernst, associate superintendent in charge of high schools, unquestionably possesses this experience. A teacher here since 1903, he reached the rank of associate just eight years ago. He also has a reputation for independence of judgment, as well as for ability, that largely meets one of the most serious requirements of the situation. A main argument for an outside choice has lain in the fact that it would announce a determination on the part of the school board to effect a complete administrative overhauling and to end the unhappy tradition of docile subservience to one-way authority."

* * *

The Washington Office of the National Education Association this past November estimated that 61,750 were being deprived of schooling this year and that there are 14,312 teaching positions vacant. Dr. Frank W. Hubbard, research director of the N. E. A. in his report on "The Continuing Crisis in Education: 1946-1947," tracing the exodus of teachers to better paying jobs, finds that unfilled positions, the large number of "emergency" teachers, and quality losses have seriously affected at least 2,000,000 pupils. The report finds, however, that the movement to increase salaries throughout the country is widespread and that minimums of $2,000 to $2,400 are being considered in many localities with maximums of $4,000 to $4,500, some going as high as $6,000.

The WESTERN JOURNAL OF EDUCATION

At the Foot of the Class — *By Talburt*



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January, 1947

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made a real profession for themselves.

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Jottings of a Traveling Bookman

By
W. M. CULP

Educationally this bright New Year of 1947 has started out with more ominous barriers than in even the so-called harsh war years. Perhaps this is because the exigencies of immediate wartime conditions are farther in the background and our thinking can be centered upon the problems of the near future. Fundamentally, they remain the same problems that have ever been in the past—the financial support of education, the manning of the institutions of education, and the selection of the grand emphasis of the core of teaching in these same institutions. Financially, it has become evident throughout the country as a whole that if the individual is a citizen of the nation it must follow that the nation as a whole must assume that each person be permitted to have the opportunity of being educated to the extent of his ability to receive such training. The vastness of the spread of educational opportunities in the richer states as contrasted with those of lower economic status and the great variance of educational opportunity even in the richer states themselves has been of widespread comment from press and radio these past months.

Two approaches have been made for the solving of this unbalanced economic support of schools. The first has been that the states themselves, out of state resources, should form equalization funds to furnish monies to those school districts in which taxable property is so little that it cannot furnish enough money to run a credible school system. The other is the advocacy of Federal support of education to the various states. Federal support of various types of education has been in operation for many years. This new support is for the Federal Government to supply funds to the lesser economic states so that they may maintain a basic minimum standard of educational opportunity. The new Congress now in session has such legislation before it. The National Education Association has been backing this kind of legislation for years. This session of Congress is considered to be looking upon such plans with favor. The main contention about such appropriations is as to whether such appropriations would lead to a federal educational bureaucracy with the result of stultifying educational processes throughout the country. The country is so vast, and the interests of the various sections so different, that those opposed to federal supervision of education feel if the money is appropriated to the states the educators of each state would be more capable of spending the money wisely, and distributing it equably, than any central bureau in Washington. At the present time a National Equalization Educational Fund, with sums to be appropriated to the several states for their own distribution and use, seems to be winning action from Congress.

In the past, taxation of real property has carried the load of education. In many states real estate has been assessed to the point of diminishing returns. Some other basis for the support of government has had to be found. Those states that have sales taxes in addition to property taxes have found the financing of the various functions of government much easier. The problem of manning the schools with well-trained personnel is still with us. If publicity, editorials, and radio comment have any portent the teacher's position is on the upgrade. For never in past years has there been such widespread comment upon the teacher's lot. Whether the taking of forceful action in strikes as in St. Paul, Minnesota, where a month's strike was successful, is going to aid the cause may be quite debatable. For in the final analysis the pay of the teacher ties in with taxation, and if there are few taxable funds or nonpayment of taxes at some time in the future, as in the depression years, trustees and boards of education have their hands bound. Adequate pay for teachers then will have to wait upon finding adequate resources for educational support. Since educational equalization funds have been established in several states and a national equalization fund is in the offing, perhaps the solving of the financial problem will be reached sooner than most have thought possible. A minimum wage of $2,400 for teachers has come to be considered reasonable in these times. California has set this standard and a number of cities already have fallen in line throughout the country. While salary has been the main obstacle to obtaining well-trained teachers, 139,000 teachers did not desert the profession during these past several years for more money only. Many have felt that teaching has little prestige. They have felt themselves constrained from acting like normal human beings. The taboos that many communities have placed around their teachers have proved most irksome. The feeling of being looked down upon has driven many out of the profession.

With a $2,400 minimum and a $4,000 to $5,000 maximum, and with an adequate pension at the end of the stint of teaching, educators feel that adequately trained teaching personnel should be obtained. This result is some years in the future because the enrollees in teacher-training institutions now are almost at the vanishing point. Next summer and fall teacher-training institution enrollments will show whether this drive for obtaining a new crop of trained teachers is successful. The third and most controversial point confronting educators of the present is the content of the curriculum. They are

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
Founded in 1895 by Harr Wagner

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Vol. LIII, No. 1 January, 1947

agreed that each pupil must be trained as an individual for assuming a place in economic life and for a place as a citizen of the United States. Educators are much agreed as to the value of preparing the student for earning a living or for spending his patrimony wisely, if he does not have to earn money. They are, of course, divided into progressive schools and those of more academic schooling, with at the present the fundamentalists of education more in the saddle, but they are united in agreement that such things as trades, professions, and callings are basic fundamentals of the educational scene. Where they are at variance is in how to achieve individualistic training, a nationalistic feeling, and a one-world complex all at the same time. If it is the sworn duty of our elected governmental leaders to preserve our form of government, it logically follows that educators should conform and if they advocate change they should do so constitutionally. The vast majority of the citizens of the United States feel that our form of government has permitted us to live well and as happily as anyone can live in this world. Even as shown in a recent Gallup poll the majority of our people feel that there is more opportunity ahead for their sons and daughters than for themselves in the past. The temper of the times seem to indicate that education in the United States from the kindergarten through the university, state supported, is for the continuance of adherence to American democratic ideals, concepts, and institutions as fashioned and evolved out of the past.

Skyscraper United Nations

With the selection of seventeen acres of land in New York City between 42nd Street and 48th Street and from the East River to 1st Avenue the United Nations have agreed to make the largest city in the Western Hemisphere the site of their permanent headquarters. A year's search for a site was ended quickly and decisively when Mr. Rockefeller offered to pay $8,500,000 for the major portion of the land. A skyscraper United Nations center won out quickly over that of bucolic splendor of land and space and trees, as in San Francisco, Philadelphia, or Connecticut. The site selected is in a submerged section of the city given over to abattoirs, tenements, some small factories and garages and little businesses. The possibilities of the area are tremendous. Rockefeller Center, or Radio City, as now improved covers only three acres, and houses some 30,000 workers. The United Nations site, with buildings of like size could hold all of the officials of all of the various departments and have much room for gardens and vistas. To the west is the skyline of uptown and downtown Manhattan, across the East River lie the environs of Brooklyn and Queens. To the north and south are Williamsburg, Manhattan, and Brooklyn bridges. On the East River are countless tugboats and barges, on the East River Drive is a constant flow of traffic. The fact that the area is a part of the backwash of a great city is of little moment, for the pattern of the city of the future has already been fashioned and placed in execution. Tenements of old outdated areas are being torn down, as in the various housing settlements financed by government monies and lately by private funds such as that of the Metropolitan Life Insurance Company in its present construction of Peter Cooper Village farther down East River Drive. These new projects of buildings with spacious grounds around them are planned to house many more thousands than the land formerly housed. In time, the slum areas of our larger cities will all be so changed if not for humanitarian, then at least for business reasons. Private funds, if permitted a fair return, are now clamoring so to invest.

The adverse comment on the New York City site selection is that many think the harshness of a huge city, the fighting of taxicab drivers, the push and pulling of the subways, the indifference of millions of people for one another, the grim struggle of living, would all be against furthering the ideal of the brotherhood of man in the sessions of the United Nations. It is reasoned that a site away from the turmoil of life would be more conducive to pacific thinking and to condonement of the avarice of others. It is thought that the competitive struggle among masses of people would the more intensify the struggle between forces in the United Nations organization. It is true that in New York City living can be at its worst and at its best. The city has settlements of all the nations of the world in their various settings, it has the best of art and the theater and the market place. If peace can come out of such a setting it means that the peoples of the world are capable of living amicably with one another anywhere in the world. So perhaps it is fitting that the peace of the world, if it can be resolved, is accomplished in an atmosphere most unconducive to it.

Western Civilization Slipping?

At the sixty-first meeting of the American Historical Association held this past December at the Hotel Pennsylvania in New York City the retiring President, Dr. Sidney B. Fay, emeritus professor of history of Harvard University, in an outstanding address on historical trends, stated Western civilization has shown many signs of slipping back during the last fifty years. He comments as follows: "It is difficult to believe that the past fifty years have been marked by social progress. In the art of living together—in the social relations both as individuals and as nations—the record is dismal. Natural science has far outstripped social science. Our social skills have not kept pace with our technical skills. The consequences to society of this unbalance have been disastrous. We have discovered how to split the atom, but not how to make sure that it will be used for the improvement and not the destruction of mankind. In 1946, more than twelve months after unconditional surrender (in World War II), conflicting ideologies brought not peace but sharp recriminations and ominous talk of the possibility of a third world war. The conviction seemed to be growing that the Soviet system and the capitalist system threatened each other's security, and that each must strengthen its own position instead of doing its utmost to build a world community through strengthening and relying on the United Nations organization." He continues, "Optimism about the progress of civilization received a rude shock from the war of 1914-1918, the uneasy years of unemployment and depression, the failure of the League of Nations, and the frightening horrors and hatreds of World War II and its aftermath. There was less inclination to think of progress as a steady, rectilinear and inevitable advance of man toward a better goal and greater happiness. More attention was focused on the stages where he halted or slipped back. There was more emphasis on the cycle theory that civilizations rise and fall, advance and retreat. There were warnings that even our much-vaunted Western civilization might be at one of the downward turns of the cycle.

"In the creative arts, few people would assert that it has been a period of very high level of achievement. In moral and spiritual matters millions of men, having lost the strength and guidance of the institutional church, are morally adrift and spiritually indifferent."

Western School News

Edited by MORRIS WAGNER

STANFORD'S NEW DEAN

Dr. A. John Bartky succeeds the late Grayson N. Kefauver as Dean of the School of Education at Stanford University. A Captain in the Navy at the time of his appointment, Dr. Bartky received the Legion of Merit for developing the Navy's outstanding instructor-training program during the war. Before the war Dr. Bartky had served on the faculties of the

JOHN BARTKY

Illinois Institute of Technology, University of Chicago, Kent College of Law, and Northwestern University, besides holding various administrative posts in the Chicago school system. At the time he entered Naval service, he was president of Chicago Teachers College.

Born in Chicago in 1899, Dr. Bartky received his education at the Lewis Institute of Technology, University of Chicago, Kent College of Law, and Northwestern University. He received the B. S. degree in mechanical engineering, the M. S. in mathematics, and the Ph. D. in education.

California Polytechnic School animal husbandry students won prizes in competition with outstanding western livestock producers in the recent Grand National Livestock Show held in San Francisco and the Western Livestock Show in Los Angeles. At the San Francisco show a group of five students won grand champion carload of fat steers, three reserve championships, three championships, ten first places, nine second places, seven third places, four fourth places, and three fifth places. At Los Angeles students returned with a grand championship, two reserve grand championships, several championships, and a number of first and second places in the fat livestock classes.

Prize money and money paid for livestock sold at auction aids animal husbandry students in working their way through the school. Its use is a part of the college's philosophy of "learning by doing and earning while they learn." Every student has an opportunity to operate some type of commercial enterprise with financial backing of a loan from a revolving fund. Animal husbandry students are encouraged to get this practical experience feeding out fat stock for market. Students repay the loans with a small amount of interest plus a percentage of the profits which is returned to the fund as a guarantee against individual student financial losses. Marketing of livestock under this system goes on the year around.

The California County School Superintendents' association held its annual meeting in Sacramento in December. Recommendations were made regarding classifications of counties, a salary schedule for county superintendents, and credential qualifications for county superintendents. These three recommendations were based on the passage of Proposition 8 which amended the State Constitution to provide that the State Legislature take action on the subjects indicated. In the interest of further equalization the association also recommended a basis for financing the curricular, business, and special services emanating from the offices of county superintendents of schools in California, and a subsidy to be applied on the salaries of California county superintendents of schools from the state level.

Final recommendation made by the association was that the State Department of Education create the position of liaison officer to be assigned full time for work with county superintendents of schools, particularly on the budgets to be submitted by the county superintendents for the services which would be financed through a county schools service fund. These services, it was agreed, would be provided upon a relative need basis as defined in the approved budgets. New officers for the association were elected: Vaughn D. Seidel, Alameda County, President; Walter G. Martin, Fresno County, Vice-President; and Mrs. Lucy Hunt, Shasta County, Secretary-Treasurer.

Joy Belle Jackson, formerly librarian of the Yolo County Library and previous to that librarian of Plumas and Sierra Counties, has recently been appointed school librarian on the staff of Vaughn B. Seidel, Superintendent of Schools of Alameda County.

The school library service formerly rendered by the Alameda County Library is now being given by the County Superintendent of Schools. Miss Jackson will be librarian for the Alameda County Teachers Professional Library, which is located in the Welfare Building, 420 Broadway, Oakland, and of the Alameda County Schools Library, which now has headquarters at Pacific Primary School, 22895 Sonoma Street, Hayward.

According to the special announcement sent out from the offices of the Superintendent of Schools and the County Librarian, Mrs. Dorothy Roberts, the school librarian is available not only for service in the professional and Schools Libraries but also for advisory assistance to the schools which do not at present belong to the library pool.

Los Angeles County is the only other one that has adopted this new plan of library service authorized by the last session of the State Legislature.

W. Richard Laidlaw, son of William H. Laidlaw of the Laidlaw Brothers Textbook Publishing Company, has taken up his post as vice-consul in Guayaquil, Ecuador. A graduate of Stanford University, and now only 26, the young vice-consul has distinguished war and scholastic records. He is a member of Phi Beta Kappa, and has taken post-graduate work at the University of California. He saw service in Germany where he was a captain of paratroopers attached to the 101st Airborne Division.

Dr. Paul R. Hanna, Stanford University School of Education, is serving for two months as consultant on the social studies curriculum for the schools of the Panama Canal Zone.

At left:
RICHARD MOON
Principal of Waterford School
C. L. MARGASEN
trustee
and
TONY DIAS
Contracting Superintendent

At right:
MR. MOON
and
W. R. BISHOP
trustee

NEW WATERFORD SCHOOL

A Unique Building Project has been achieved by the Waterford Elementary School, under principal Richard Moon, which last spring suffered a stunning blow in the loss of the old brick portion of its main building, with the school being crowded to capacity. The structure had for some time been considered unsafe, since cracks had appeared in the walls many years ago, and it needed only the slight earth tremors of last March to open these cracks and create others to the extent that the trustees became alarmed and closed the building until its actual structural safety could be ascertained. The State Architect's office and a private structural engineer handed down like decisions to the effect that the building was absolutely unsafe for further use. Since the salvage value was very low, it was recommended that the building be condemned and torn down. The trustees then faced the problem of figuring means to finance a building program that would adequately house the school population of the district with the possibility of expanding in the future.

The voters had previously approved a $35,000 bond issue, which was the limit allowed by law, but since this amount was not sufficient to provide adequate buildings, the trustees asked the public to vote on a $5.00 per $100 of assessed valuation increase in the school tax. Tremendous as this increase was in the tax rate, making a total elementary tax of $6.05 per $100, the voters responded with a two to one approval of the measure, but even this increase would not provide in one year's time the amount necessary to complete a minimum number of classrooms.

The school trustees next appealed, therefore, to the County Board of Supervisors. Through the supervisors' help arrangements were made to allocate some of the city's and county's moneys to the district, and due to the unusual circumstances surrounding the project, the State was able to loan the school the money until such time as the city's and county's funds became available.

The building was thus started last July and had just been completed for occupancy. Of the latest design, it contains ten classrooms, a basement cafeteria, teachers' room, supply room, janitor room and spacious lavatories. Some of the outstanding features of the new unit are modern pastel coloring, great window area with north light, radiant heating coils in the floor, modern semi-indirect artificial lights, automatic clock and bell system, and centrally located administrative space. The unit is so designed that it can be expanded for many years without overtaxing the electrical capacity, the sewage system and the water system. The plant was worked out with a master plan for future expansion.

The trustees of the district are C. P. Bradshaw, W. R. Bishop, and C. L. Margason.

Look Magazine has been running a series of articles on American education. The magazine lists as six of the greatest weaknesses of American education: confused objectives; outdated yardsticks; underpaid, misdirected teachers; inadequate equipment; inefficient techniques; a snail-like pace. Are any of these weaknesses true of your situation? *The Western Journal of Education* invites your comment on all or any of the charges.

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FRESNO COUNTY HAS NEW SECONDARY CO-ORDINATOR

C. F. Perrott, Principal of Turlock Union High School, is leaving this month to become secondary coordinator of Fresno County, under Superintendent Walter G. Martin. In his new position Mr. Perrott will devote most of his attention to the testing and guidance programs. Mr. Perrott has been at Turlock for the past fourteen years and has built up a splendid faculty and a fine school plant. He leaves his school in excellent financial condition also, as it has a large accumulative building fund. Mr. Perrott has been especially interested in promoting health education and has been president of the County Tuberculosis Association, building that organization to the place where it maintains an executive secretary and has purchased, in conjunction with Merced, a magnificent traveling X-ray unit.

Mr. Perrottt is a native of Iowa and a graduate of the Iowa State Teachers College. He has a Master of Arts degree in school administration from Columbia University. After a few years experience as school superintendent in Iowa and Arkansas he came to California, serving as high school principal at Ceres from 1925 to 1932, when he went to Turlock.

John Pitman, for many years vice principal and dean of boys at the Turlock

JOHN PITMAN

Union High School was appointed to the principalship upon Mr. Perrott's resignation. Mr. Pitman comes to his new position with an excellent background of training and experience. A graduate of the Colorado Agricultural College, he received his administrative credential from the College of the Pacific, Stockton. He has served in the Turlock High School for

C. F. PERROTT

the past twenty-five years, first as a teacher of auto shop, then continuing his interest in various phases of mechanics and sciences, and more recently instructing in radio and electricity. A veteran of World War I, Mr. Pitman served in World War II as a bomb sight instructor in the Air Corps.

NEW SELMA SUPERINTENDENT

Lawrence E. Toddhunter succeeds to the superintendency of the Selma elementary schools upon the retirement of Charles Edgecomb, who served the district for thirty years. Mr. Toddhunter has had considerable experience in the Selma city schools, beginning his teaching there in 1933. In the following year he was named principal of the Washington Elementary School. From 1937 to 1939 he was principal of the Roosevelt Departmental School, and in addition for the next two years served as assistant superintendent.

In 1941 Mr. Toddhunter entered the naval service. After some sea service he was assigned to the U. S. Naval Station at Manchester, Washington. From there he was sent to the Navy Supply Corps School at Harvard University, where he became one of the instructors. Returning from naval service during the past school year he resumed his position as assistant superintendent and prepared to take over the duties of the superintendency, Mr. Edgecomb having served notice of his retirement.

Mr. Toddhunter is a native of Bakersfield but spent most of his early life in Fresno. He graduated from Fresno State College and received his Master of Arts degree at Stanford University.

Senator Herbert W. Slater states that his Senate investigating committee will recommend legislation this winter making it mandatory that California's 32,000 mentally deficient children receive public instruction. Senator Slater, who is chairman of the Senate interim committee on mental deficiency, says that a survey by the Department of Public Instruction shows only about 5,000 such children are being cared for by California schools. The committee will attempt to make a recommendation as to whether the burden should be carried by the state or by local districts.

For teachers seeking to prevent or correct children's stuttering

It is now generally held by specialists that much early non-fluency is quite normal. Since "true" stuttering may often be induced by a self-consciousness concerning this non-fluency, one of the most effective preventive *or* corrective measures recommended is to build up the speaker's confidence by showing no impatience.

Speech specialists also stress the importance of timing the correction of pronunciation and grammar errors. Correction can be less frustrating to the child if held off until after he has expressed his complete thought. By instructing him then in the light of *differences* — rather than of his *failures* — you may avoid subsequent self-consciousness on his part and the speech defects that may result.

This information is from Stanley Ainsworth, Supervisor of Speech Correction, Indiana State Teachers College.

We hope the foregoing is helpful to you, just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

AD-103

CHARLES FALK WRITES FROM GERMANY

Charles J. Falk, of the San Diego County Board of Education, and now in Munich, has written a very interesting account of his experiences in Germany. Excerpts from his letter were published in the *San Diego City Schools Superintendent's Bulletin:*

"Last winter was a mild one for Germany, and beside there were not yet so many shortages in Germany. It looks, however, as though this winter will be more severe and it will be accompanied with severe coal shortages and with poorer clothing and shoes.

"Throughout Germany there will be a five-week school holiday for Christmas due to coal shortage. So far the schools of Bavaria have been given a coal allotment on paper only. Schools are 14th on a list of priorities. Country schools get some wood to burn, but city schools are for the most part without any heat. And the weather is cold. Children lack clothing and shoes. Buildings — those that are left—are in a bad state of repair. You may well imagine that it is tough to sit in a cold classroom and learn democracy, or anything else. Munich, because of its size, is especially hard hit.

"During the war and before, Berlin had a population of 4,300,000. Now there are approximately 3,200,000 inhabitants. This city seems to me to be one with the least hope of any in Germany. Building is not going ahead, at least so it seems to me. The Berliners are bringing more and more of their belongings—from elaborate electric toy trains and fur coats down to the smallest household item—to the Barter Mart to trade for American cigarettes, which are then converted into briquets for fuel and other needed items.

"We did not try, I think, to divide German from German, but individuals and parties are pitted one against the other now, so that unity of opinion and action seems out of the question. No one was ever a Nazi. One man tells on his neighbor, each accusing the other of party membership or sympathy. This division of German against German seems almost more serious than the actual destruction of cities that one sees on all sides of him. It was estimated, however, that at the present rate of rebuilding, some cities would require 70 years to get back to their pre-war state. Building materials are lacking, and young people will not be guided into jobs in the building industry. The division of Germany into zones has split up the whole economy.

"Teachers suffer almost worse than anyone. The class loads are high, running up to 80-90 pupils per class. The average age of teachers in Munich is 57. New teachers are being prepared slowly. Many more teachers have been released, subsequent to OMGUS criticism of the German denazification policy. Thirty-three Munich University professors were released again this week, together with 51 physicians and physicians' assistants at the university—all for former Nazi leanings.

"Subsequent to this Minister Fendt resigned as Education Minister for Bavaria. A number of his staff will go with him, and the whole thing will be tied up until the Constitutional elections and the appointment of new people after December 1."

* * *

The Reading Clinic staff, Department of Psychology, Temple University, will sponsor three institutes: two one-week institutes for professional workers and a one-day institute for parents. At the midwinter institute (February 3 to 7), procedures and materials on Remedial and Corrective Reading will be discussed and demonstrated; at the summer institute, Developmental Reading. A special institute for parents will be held on Thursday, March 6.

Beginning with these 1947 Reading Clinic institutes, a three-year *evaluation* program will be initiated. This will make it possible for Boards of Education and State Departments of Education to send delegates for the dual purpose of organizing new programs and of evaluating existing programs. For 1947, the emphasis will be placed on the *general language* approach to the reading problem; for 1948, the *content area* approach; for 1949, the *semantic,* or *meaning,* approach. The theme for each year has been established to guide the organization of the remedial, corrective, and the development institutes.

Seminars, demonstrations and evaluations will be made by well-known specialists in reading and related fields. By setting up a three-year program of emphases, it is possible to make better use of visiting specialists. The activities of the one-week institutes are differentiated to meet the needs of clinical workers, vocational guidance directors, and teachers in elementary and secondary schools and colleges. Enrollment is limited by advance registration. For a copy of the program and other information regarding these institutes, write to Dr. Emmett Albert Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

Old School Tie and Delinquency

Now "The School Tie" as a check to crime is proposed. From Britain comes the Liverpool Diocesan Leaflet holding that publication of the names of schools attended by juvenile offenders would stir local opinion and that the children themselves could be trusted to restore the good name of a school tarnished temporarily by its mention in the juvenile court. The leaflet states that an appeal to a young offender not to let down his school, backed, as it could be, by the public opinion of his school fellows, might have a more salutary effect than the mild rebuke or punishment often administered. The identity of the delinquent still would remain undisclosed, as required by law.

Geography for Understanding

Clyde F. Kohn, professor at Northwestern University, and secretary of the National Council of Geography Teachers, declares that American high schools fail to prepare their students to act in this modern world by excluding instruction in geography. He states that geographers must assume a greater responsibility in the field of education, at the elementary and secondary levels of instruction, if boys and girls of today are going to be taught how to live in a world that fast is becoming interdependent. People function in the environment in which they live, and we must coordinate their activities in reaching an understanding he says. Americans are too apt, he continues, to think that all people live in a lush environment similar to theirs. We are strong and powerful because we are wealthy. We are a "have" nation. Other peoples living in niggardly environments cannot readily adopt our ways of thinking or acting.

"Since wars begin in the minds of men it is in the minds of men that the defenses of peace must be constructed."—UNESCO Preamble.

"Learning, in the proper sense, is not learning things but the meaning of things . . . "—John Dewey.

Book Reviews

From D. C. Heath and Company

AMERICA—LAND OF FREEDOM, by Hartman, Ball, Nevins. List Price, $2.20. The outstanding features of this new book are its beautiful format and its consistent readability. Wherever possible the authors have used a concrete story instead of abstract exposition. The stories are based on authentic, contemporary accounts of events and told in a simple and dramatic style which makes the historic characters in each episode seem like living people. Exact conversations are introduced—true, historic conversations that heighten the contemporary feeling of the stories. Excerpts from typical American documents and first-hand accounts of events add to the child's vicarious experience of life in America's childhood.

As the title implies, this text emphasizes freedom and democracy. Every part of the American story is related to this underlying theme. The book shows the growth of democratic ideas, the spirit of freedom and responsibility that has characterized the American people from the first, the factors that have combined to form the American way of life. While following the unit plan of organization of material, the book lays stress throughout on the relationship of America to the rest of the world. The American story is brought down to 1946, and a final unit lays a basis for understanding the postwar era.

From the Stanford University Press

THE PACIFIC SPECTATOR, a new quarterly journal of opinion sponsored by twenty Pacific Coast universities and colleges. Donald P. Bean, Director of the Stanford University Press, states, "We believe that *The Pacific Spectator* is destined to fill the place in Western literature vacant since Bret Harte's *Overland Monthly* was at its height. *The Spectator's* conception and aspirations are on a scale worthy of the expanding influence of the Pacific region in letters and scholarship." Conceived and edited on the Pacific Coast, the magazine will maintain world-wide perspective, and its observations will extend to contemporary affairs as well as to literature, the arts and history. Occasionally *The Spectator* will reproduce some pertinent comment from the past bearing upon the present world. Edith R. Mirrieless, former professor of English at Stanford University, is the managing editor. Among contributions to the first issue are "Education for Conversation," by Max Radin, "The Breakdown of Intellectual Communication," by Louis B. Wright, "The Decline of the Professional American Theater," by Hubert C. Heffner, "The Time of William Saroyan's Life," by Frederic I. Carpenter, "The Sick American Novel," by Sophus Keith Winther, and "Prelude to Bikini," by Hugh Hildreth Skilling. An announcement of authors and articles to appear in the second issue includes the names of George R. Stewart, Bernard DeVoto, John Rood, and Eugene Staley. The twenty Pacific Coast colleges and universities which sponsor *The Spectator* represent what is probably the largest Western college league organized to support anything but athletics. Its members are: Claremont, Immaculate Heart (Los Angeles), La Verne, Loyola (Los Angeles), Mills, Mt. St. Mary's, Occidental, Pomona, Reed, Scripps, and Whittier Colleges; College of the Pacific; Pacific and Stanford Universities; and the Universities of California, Oregon, Redlands, San Francisco, Santa Clara, and Washington.

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Library News

Edited by MABEL R. GILLIS, State Librarian

FIRST POST-WAR CONVENTION OF SCHOOL LIBRARY ASSOCIATION

By Marvin W. Cragun
Librarian, Sacramento College, Sacramento

The seventh convention of the School Library Association of California held in Monterey November 16-17 will long remain in the memories of the delegates as one of the most purposeful as well as one of the most colorful meetings they have ever attended.

Over one hundred and fifty school librarians converged upon the convention city from all parts of the state. Many came on the evening of the fifteenth to perfect last minute arrangements for the event-packed conference. As it was the first state-wide convention of the Association since the beginning of the war, there were many problems to be discussed and many old friendships to be renewed. Mrs. Esther Waldron's committee on arrangements functioned very efficiently and there was not an idle moment. Some committees even met until midnight and began again early the next morning, for there was a fine spirit of cooperation evident at all times.

The program began officially with the Executive Board meeting November 16 in the San Carlos, the hotel chosen by the association as convention headquarters. Miss Mary Linn and Mrs. Ruth Lockwood did yeoman service at the registration table both in the morning and in the afternoon.

After registration, the delegates roamed about the beauty spots of historic old Monterey. Many of them met for lunch at Angelo's Pizzeria, Old Wharf, where they were tempted by savory dishes of both Mexican and Italian origin. Many stories were circulated about the strange, but appetizing, foods discovered at Angelo's.

Probably the most valuable, certainly the most interesting, event on the two-day program occurred when all the delegates assembled for a panel discussion in the roof garden room of the San Carlos hotel. This panel was replete with realistic problems in librarianship of interest to all educational levels. All of the talks were handled with just the right touch of humor to make them lively and stimulating.

The general theme of the panel was "The Librarian Reaches Out." Miss Elizabeth Neal, Compton Junior College, presided with efficient grace, besides making many valuable contributions of her own to the discussion. The relationships which should exist between the librarian and the students were stressed by Miss Helen Pierce, Modesto Junior College, in the first section entitled "The Librarian and the Student." The need for more attention to this vital problem was clearly shown.

The old question of how to establish and maintain good relations with the faculty was thoroughly and entertainingly discussed by Mrs. Jeanne Van Nostrand, Berkeley High School, in her contribution "The Librarian and the Faculty." She gave many pointers to the delegates as to how to handle library budgets and also how to analyze the needs of various courses.

Some very worthwhile ideas for getting the proper perspective on administrative problems in connection with school libraries were given by Miss Margaret Glassey, Emerson Junior High School, West Los Angeles, in her discussion of "The Librarian and the Administration." Miss Glassey brought us some new thoughts about administrators and ways in which librarians can gain more willing cooperation from them.

In the final section of the panel, Miss Winifred Andrews, South Pasadena Junior High School, in a well-arranged summary of some of the methods used in her school discussed some of the ways in which a school librarian can reach out into the community and discover new sources of inspiration and support. Her conclusions were given in "The Librarian and the Community."

Publicity was to have been taken up by Miss Helen Herney, Los Angeles City College, in the same panel, but an unanticipated meeting prevented her attendance at Monterey. However, Mrs. Esther Waldron spoke briefly in place of Miss Herney, and distributed some valuable publicity material for Miss Herney's office to the delegates after the panel.

Many pertinent questions were asked during the question period, and there was an air of interest about the whole meeting which made it an outstanding event. Some of the librarians were heard to remark afterwards that it was the "best panel ever attended," "an attempt to discuss real issues," and "a fine beginning to an excellent program."

Immediately after this stimulating session, the delegates flocked to the tables about the room and helped themselves to the stacks of fine professional and publicity material made available by the various committees. Everyone soon resembled a visitor at a fair for the selection was well planned. Several publishing houses also had excellent exhibits on hand, and they were well patronized.

From 4:30 p. m. to 6:30 p. m. was the time scheduled for committee meetings. It was a hectic two-hour period. Almost every delegate had at least two meetings to attend. I never did get to my third meeting—one on Junior Colleges held in the hotel lobby.

Everyone had been looking forward to the evening banquet which was to be held in the Casa Munras, an historic old inn redolent with memories of Monterey's past. The local committee outdid themselves with the decorations which set off a sumptuous dinner. Many flags, egg-shells filled with confetti and deftly colored, as well as now-rare souvenir programs of the Monterey Flag Centennial celebration (the latter gifts of the Chamber of Commerce) reminded the librarians of the Old World atmosphere of this beautiful city. Cleverly arranged flowers and plants added their touch of charm to the scene.

Mrs. Katherine Gibson presided at the dinner and gave the address of welcome. Miss Louise Roewekamp, East Los Angeles Junior College, was master of ceremonies and introduced the guests and the speakers of the evening. The main speaker, Mr. Lindley Bynum spoke upon the subject "Collector's Quandary." He made much of the early history of Monterey "come alive" for his audience, and his genial personality set the tone for the whole dinner meeting.

Following Mr. Bynum, the editor of the School Library Bulletin, Mr. E. Ben Evans, Kern County Union High School and Junior College, gave a most interesting travelogue illustrated with colored slides entitled "Scandinavian Impressions, 1946." It was an informal, highly diverting talk based upon his trip to Scandinavia. As the lights went up at the end of his

remarks, we felt that we had been with the speaker as he traveled through Norway and Finland meeting the real people of those valiant nations. We had seen, almost at first hand, the little people who had stayed behind to fight the invader with their skillful underground movements.

Long after the evening's colorful dinner had been concluded, the Executive Committee worked on unfinished business for the Association. The officers are a devoted group of stalwarts who never seem to watch the time.

On Sunday, November 17, all the delegates assembled again in the Casa Munras for an 8:00 a. m. breakfast meeting. These breakfast meetings have traditionally concluded the program of the conventions, and they are always excellent. On this occasion the weather was perfect and the meal matched it. Mrs. Gibson called the meeting to order in the porch dining room which has a large central fireplace and is arranged to simulate an old Spanish inn courtyard with its attendant relics.

Mrs. Ruth Tuck, the novelist, spoke on "Frontier Ideas, 1846-1946." Her comparisons of the early American and Mexican pioneer spirits were realistic and dramatic. A new insight into the attitudes of the Mexican settlers was offered by this talented writer.

After the speech by Mrs. Tuck, a short business meeting concluded the program. Committee reports, revision of the constitution, and plans for the American Library Association's national convention in San Francisco in June, 1947, were the main matters for consideration.

Most of the delegates were homeward bound by noon. The Los Angeles and nearby sections came in a large chartered bus. Considering the distance they had to travel, the Southern section was especially well-represented at the convention. And the Northern section can be proud of its "hosting" of the meeting. Too much praise cannot be given to the state officers and the various committees who planned the conference. From start to finish, it was very successful and a source of inspiration to all who attended. Because it was so well planned, the delegates will long remember the hospitality of Monterey and the details of this, our first post-war convention.

* * *

The Marin County Library had a guest speaker at an evening meeting when over a hundred guests were entertained by Mrs. Dorothy Ogley, one of the authors of *Iron Land*.

NEWS NOTES

Helen E. Vogleson, Librarian of the Los Angeles County Public Library since 1924, and Assistant County Librarian for eight years previous to that, resigned on January 1. Miss Vogleson has built a home in Claremont where she is now living.

* * *

Wilma Spangler, one of the branch librarians in the Los Angeles Public Library system, resigned her position there to become librarian of the Trinity County Library November 1. During the war Miss Spangler was on military leave and worked at the atomic bomb project at Los Alamos.

* * *

Ida Belle Craig, Librarian at Kit Carson Junior High School, Sacramento, and her Library Club recently sponsored a noon dance, the proceeds of which were contributed to the Coronet fund for Projected Books. This fund provides machines and material for projecting microfilm on the ceiling so that bedridden patients, who cannot sit up, may read books. This worthwhile service is at present available only to veterans. It seems to have been a very fine objective for the funds raised at the Library Club dance.

* * *

Napa County Library and the Goodman Library which serves Napa City cooperated again this year on a Book Fair during Book Week. For several years the two libraries have worked together and their efforts have been very successful. The libraries were assisted by the Napa P. T. A. which served refreshments after an evening meeting at which Mr. Samuel J. Hume of Berkeley spoke on books and printing. A large and attractive display of books was made by the local book store.

A Christmas Note

A mimeographed bulletin called *Living with Children at Christmastime* was prepared for use in the schools of Butte County by the rural supervisors, assisted by the head of the school department of the Butte County Free Library. The bulletin was prepared for the purpose of helping teachers and children in the planning of Christmas programs. Some of the sections are entitled "Some Ways to Make the Room Attractive," "Christmas Music," "Christmas Books and Stories," "Christmas Poetry," "Choral Reading or Verse Speaking," and "Procedures for a Christmas Program."

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CALIFORNIA STATE TEXTS WIN NATION-WIDE ATTENTION

California's state textbooks won high compliment recently in an advertisement of the Interlaken Mills in *Publishers' Weekly* which featured the texts as outstanding examples of good bookmaking. Particular attention is given, in the group of seven books, to the fourth grade state history and geography text, *California,* by Irmagarde Richards, published by the Harr Wagner Publishing Company.

CALIFORNIA'S STATE TEXTBOOKS

Note particularly California's state history and geography textbook in this group of seven books published by the California State Department of Education at Sacramento. We venture the opinion that California is the first state to publish its own history as a textbook to be used in its public schools. And it is a noteworthy book also in design, illustrations, and in its fascinating story of the early history and the varied resources of California. All seven books shown here, printed and published by California, are outstanding examples of good bookmaking. These books are all bound in Interlaken's cloth, which was completely manufactured, bale to the book, at Interlaken Mills.

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Jottings of a Traveling Bookman

By
W. M. CULP

REYNOLDS ADVANCES TO SUPERINTENDENT'S POST

The appointment on January 2 of Assistant Superintendent James E. Reynolds to the superintendency of the Jersey City, New Jersey, City School System, following the sudden death last December of Dr. James A. Nugent, holder of the office for more than two decades, was the immediate recognition by the Board of Education of a man in the city schools' own ranks eminently fitted by training and knowledge of the situation to carry on with no break in the tenor of the city's educational progress.

SUPT. JAMES E. REYNOLDS of Jersey City, N. J.

A native of Jersey City, Reynolds has had over thirty years of experience as a schoolman, running the gamut of positions as teacher, principal, supervisor, and since February 1934, the position of assistant superintendent of schools. He was appointed to the Jersey City System in 1923 following some six years of teaching in New York City and Hoboken. He is a graduate of Manresa Hall and St. Peter's College. At the latter college, he was an honor student and a star athlete in basketball and baseball. To his new position Reynolds brings a thorough knowledge of the personnel of the Jersey City system and its intimate and intricate problems as an industrial city, and as one in the perimeter of the largest city in the western hemisphere. And what is more to the point, he has the unlimited backing of his teaching force in his new position.

To the world outside, Jersey City means Mayor Frank Hague. We have no words to quibble with the mayor's political philosophy, but we can say if more school systems were run as free from political interference and were as well supported as the schools are in Jersey City there would be much improvement in education in many areas of the United States.

To the citizens of the State of New Jersey, Jersey City with its more than 315,000 population, means the second largest city in that state. It has $603,359,495 assessed property valuations including second class railroad property, personal and realty. It has 43,500 buildings and 5,000 store fronts. It is the terminal of seven railroads with sidings spread throughout the city for industry. It is an outlet of the famous Holland Tunnel with a capacity of 15,000,000 vehicles annually. The city limits contain 900 industrial plants. There are 45,000 employed workers. $300,000,000 worth of goods are produced annually. There is $200,000,000 invested in industry. 5,000 different articles are manufactured. The city publishes six newspapers and has 149 churches. It contains 26 parks of 336 acres. There are 45 children's playgrounds of 50.6 acres. The city has five hospitals and the Jersey City Medical Center is one of the best equipped institutions in the world.

Jersey City is not a Johnny-come-lately upon the American scene. In 1930 it celebrated its 300th anniversary and this past year its 316th year of existence. In March of 1610 Henry Hudson sailed into New York Bay and the Hudson River and made a survey of Newark Bay and sailed up the Communipaw River. He reports, "As pleasant a land as one need tread upon—of wooded hills and undulant marshes," where he found an abundance of game, fish, oysters, and the natives supplied him with fruit and vegetables. Then came the Dutch settlement of the New Netherlands, the conquest by the British, and the land on the other side of the city from New Amsterdam, later New York City, went through the various vicissitudes of ownership of farm lands and subdivisions. The town of Bergen was formed in 1661 on the top of a hill in the midst of an Indian maise field. Here at Bergen Square two years after the town was founded was built the first public school in the State of New Jersey. On the original site there now exists P. S. No. 11, the sixth school building to be erected here to carry on a continuous educational program from 1663. By 1663 there were four settlements in which are now the present limits of the City of Jersey City. In 1764 was established the first ferry. The present limits now include the villages of Bergen, Van Vorst, Paulus Hook, Hudson City and Greenville. Jersey City became a corporate entity by an act of the State legislature of New Jersey passed on January 28, 1820. In 1854 the Jersey City Normal School was organized. By 1860 Jersey City had a school population of 11,589 and school property valued at $289,000. In 1880 the school enrollment was 24,669, in 1894 there were 26,350 pupils on the school lists. In 1947 there are more than 34,000 pupils in an 8-4-2 school organization. Some 1,421 teachers man 30 elementary schools, 4 day high schools, 1 accredited evening high school, 4 vocational schools, 2 non-accredited evening high schools, 3 elementary evening schools, 27 shops for diversified shop work for boys in the upper elementary grades, 20 kitchens for domestic science for girls in the upper grammar grades, 10 pre-vocational classes for boys and six for girls, 1 speech correction clinic.

THE WESTERN JOURNAL OF EDUCATION

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Vol. LIII, No. 2 February, 1947

The A. Harry Moore School for Crippled Children is the ranking school of its kind in the United States.

The Jersey City Board of Education immediately after the election of Superintendent Reynolds this past January made official appointments to the four already existing assistant superintendencies and created one new position in that category. Vincent J. O'Shea was made First Assistant Superintendent of Schools in charge of the Bureau of Special Service. John O'Regan, principal of the James J. Ferris high school, was made assistant superintendent in charge of high schools, a position that had been vacant for some time. Dr. Richard T. Beck, principal of P. S. No. 37 Jersey City, and Mrs. Constance P. Nichols, a recent appointee to the system were made assistant superintendents in charge of the elementary schools. The two will work together in that division with one probably being in charge of the upper division and the other of the lower. Dr. Frank J. McMackin, dean of the Jersey City Junior College, was made assistant superintendent in charge of collegiate education in the city. He will continue to serve as head of the junior college. This was the new assistant superintendency that was created. John J. Quinn continues as Business Manager. Dr. Thomas W. Hopkins, as principal of the A. Harry Moore School, becomes Director of Orthopedic and Cardiac Education. Such special supervisors as Miss Agnes Hogan, Methods in Primary Departments, Miss Anna E. Saul, Methods in Grammar Departments, and Miss Florence Chesley, Methods in Intermediate Grades, long associated with Dr. Reynolds in his assistant superintendency, carry on in their accustomed positions.

The Board of Education, also, made an adjustment of salary schedules. It might be said that the $15,000 that Superintendent Reynolds receives until recent years topped the salaries paid to the superintendents of Los Angeles and San Francisco, cities with much more population. The salary schedules as agreed upon by the Board of Education create a new maximum of $3,750 for the elementary school teachers and $4,850 for high school teachers. Teachers who have not reached the maximum will receive salary adjustments of $500, effective July 1, 1947. In addition, the maximum salaries of all teachers will be raised $100. This schedule places the Jersey City Teachers among the higher paid teachers in the United States.

The recent elevation of Dr. Richard T. Beck to an assistant superintendency in Jersey City to work in the field of elementary education was another evidence of the recognition of intrinsic worth. Dr. Beck has only been in the system for 6 years serving as principal of schools P. S. No. 1, P. S. No. 9, and P. S. No. 37. Previously, he had taught in the Orange, N. J., schools for 3 years and he came to Jersey City from the supervising principalship of the Ho-Ho-Kus, N. J. system, a position he had held for six years. This year he is President of the New Jersey Elementary Principals Association. During the past three years he was one of the key workers in the writing of the New Jersey State Bulletin—An Evaluation of the Elementary School, which for some years will

RICHARD T. BECK

point the way for improvements in the schools of the State of New Jersey. In the past he has taught courses of education in many Teacher Colleges. This year he is giving courses at the Jersey City Teachers College in Social Studies and Educational Sociology. He has been active in church and professional organizations for years. He is a member of Kiwanis, an elder in the First Presbyterian Church of Jersey City and a trustee of the Jersey City Philharmonic Society. He is married and has two children now going through the elementary schools. From the pedagogical viewpoint Dr. Beck is as well qualified for his new position as any other educator in the State. He is a graduate of the Montclair State Normal School, an elementary teacher training institution. He has a B. S. from Columbia University in Elementary School Supervision. Also, from Columbia he has an M. A. in the field of Curriculum Construction. His Ed. D. is from New York University, awarded in Administration and Supervision.

Dr. Jansen Elected by New York Board

The election of Dr. William Jansen, assistant superintendent of the New York City Schools, to the superintendency of that city at a salary of $25,000 was the action of the New York City Board of Education in January. He has been sworn in as city superintendent and will take office September 1, when Dr. John E. Wade, the present superintendent, retires. Dr. Wade will reach the compulsory retirement age of 70 years on August 13, nine months short of the job's six year term. The appointment of Dr. Jansen ended a ten month search by a committee headed by Dr. William H. Kilpatrick. This committee recommended three men within the city and three men outside of New York City as persons eminently fitted to fill the position. The action of this committee was purely advisory and they were reported to have placed Superintendent Willard E. Goslin of Minneapolis as first choice. This immediately stirred up factions in the city who demanded that a person thoroughly acquainted with the vastness of the New York City system of some 30,000 teachers, 600 schools, and a budget of around $175,000,000 be selected. The argument was that no outsider could educationally understand the vast intricacies of the New York City system in which regimentation of effort and red tape apparently have to be main body substance of the system. At any rate their arguments won and there is little likelihood that in the decades to come anyone will try to foster an outside overhauling of the New York City system. Dr. Jansen is pre-eminently fitted by experience to fill the position. He has been connected with the schools since 1908. He has held positions of teacher, assistant principal, principal and assistant superintendent of schools. These past years he has acted as assistant superintendent of schools assigned to the superintendent's office. In this position he has become acquainted with the flow of business that passes through that office. Andrew G. Clauson, President of the Board of Education in speaking of the newly elected superintendent said his personal and professional history reveals his dedication to the profession of education, and his sole motivation to be of service to the welfare of children and loyalty to his colleagues and profession.

Western School News

Edited by MORRIS WAGNER

CRANDALL STRIVING FOR CURRICULUM IMPROVEMENT

Dr. Earle P. Crandall, appointed to the position of Director of Secondary Education for San Jose City Schools in July 1946, by the city superintendent, Dr. Ralph

EARLE P. CRANDALL of San Jose, California

R. Fields, is methodically undertaking the revision in curriculum of the San Jose city school system.

In Dr. Crandall's opinion curriculum building must be a continuous process on the part of the school and community to provide satisfying developmental experiences for all boys and girls of the community. He states that we must "conceive of experience in broad terms to include many types and varieties. Planning for the types of experiences that the school should provide permits broad curricular planning under administrative leadership, teacher planning within well defined segments or areas and teacher-pupil planning of activities for the development of those certain segments of areas."

A four point program is outlined by Dr. Crandall:

(1) The improvement of general education through sound planning: recognizing social and psychological foundations of education, nature of the learner and his problems, organization of the program to meet personal and social needs.

(2) Improving use of the fundamental tools of learning at all levels in the secondary school: reading, speaking, listening, writing, using numbers; devising new approaches for the continuous development of these tools.

(3) Total programs for youth in the community: guidance, work-experience and employment, wholesale leisure-time activities, satisfying educational program designed to meet needs of all pupils, continuous program for social improvement of the community and its services to youth.

(4) Teacher improvement through professional growth programs designed for immediate and longe range developmental growth needs of teachers.

Along with his work in the San Jose schools, Dr. Crandall is also appearing on Saturday mornings as a lecturer, in the fields of curriculum and guidance, at the College of the Pacific.

Dr. Crandall's experience as an educator began in 1931 when he joined the faculty of the Lodi Union High School (California) as an instructor in social sciences, English, and biology. In 1936 he was appointed vice-principal, and five years later was elevated to the principalship of the school. He remained in that capacity until he accepted his present post last summer.

Dr. Crandall is a graduate of the College of the Pacific, where he received his A.B. in 1927 with a major in philosophy. He received his secondary credential in 1931 and his secondary administrative in 1935 from the same institution. He matriculated at Stanford to receive his Master of Arts in Education in 1940, and his Doctor of Education degree in 1946.

NO RACIAL PROBLEM AT SAN FRANCISCO SCHOOL

Parnell Eatmon, a 15 year old Negro student at the Francisco Junior High School in San Francisco, was installed as president of the student body last month,

Courtesy The San Francisco News

PARNELL EATMON Student Body President

in a school where there is approximately 20 Negroes among 1000 students. This example of democracy in education prompted Frank Clarvoe, editor of the *San Francisco News,* to comment editorially in the January 31 edition of the *News.*

He said, in part, "His election (Eatmon's) was not only an example of tolerance but of enthusiastic acclaim by his fellow students. Thus youth sets a pattern for adult emulation in community unity."

"RACE TENSION IN 1947"

Additional comment on the question of racial tolerance was presented at a meeting of the Oakland Association for Childhood Education, on February 3, when Dr. Alfred G. Fisk, professor of philosophy at San Francisco State College, addressed the group on "Race Tensions in 1947."

Dr. Fisk said that he could predict an increase or decrease in "race tensions" only if he could predict the trend in the economic situation. He declared that if there is an economic downswing, race tensions and greater intolerance will increase. On the other hand, he continued, if there is an economic upswing we may look for a lessening of tensions as the minorities will not be in rabid competition for scarce jobs. He said that it was a sad commentary upon us that the Negro and other minorities are always "the last to be hired and the first to be fired, regardless of ability."

Dr. Fisk prefaced his conclusions on race tensions by remarking that probably the number one problem facing the world today is that of "human relations." He pointed out that if the many complications stemming from this basic issue could be solved, many of the other important world problems would reach natural conclusions.

Reviewing the record of this country on human relations during the past year Dr. Fisk said, "We have done fine things and some things that we are ashamed of. We have made many gains in 1946 for increased tolerance, in the legislature and through social acceptance. But, what answer have we to the rest of the world for the eight lynchings of Negro citizens in the United States during the latter half of 1946?"

Stanford Professor Gets Germany Appointment

Dr. Paul R. Hanna, professor of education at Stanford University, has received the appointment of consultant for the United States military government in the program for re-education of the German people, according to an official government announcement. He will complete his present assignment, as consultant on the social studies curriculum of the schools of the Panama Canal Zone, this month and fly directly to Washington from Panama. Following his conference at the capital, he will depart for Berlin to assume his new position.

State Board of Education Commended

The following article was written by Frank Clarvoe, editor of the *San Francisco News* in support of the State Board of Education, in regard to a recent textbook adoption, and appeared on the editorial page of the *News* following the Board's meeting in January. Since that time, Mr. Sargent has taken his fight to the Legislature, which did *not* get from the State Board of Education the facts concerning the books as was suggested by Mr. Clarvoe, but added a rider to the appropriation for State Printed Texts stating that none of the money provided in the appropriation was to be used for the publication of the *Building America* series, the texts adopted.

Since the Legislature holds the "purse strings" it is not certain what the ultimate fate of the adoption will be.

"At its meeting in Sacramento last Saturday the State Board of Education courageously settled a controversy that has been raging for some time by approving its curriculum committee's recommendation favoring adoption of a series of supplementary textbooks entitled *Building America.*

"These books had been violently attacked as un-American by Aaron Sargent, a Palo Alto attorney who represented himself as chairman of the citizens' committee of the Sons of the American Revolution. He had appeared before the board and made speeches in Northern California, centering his attack especially upon the volume on Russia, one of the series.

"An amusing development of the board's meeting Saturday was that publishers of the books exhibited a copy of the one on Russia which had been submitted to the Russian consul general in New York for his approval. He returned the book with many passages marked as untruthful and inaccurate misrepresentations of the present Communist regime. Some of these passages were the same from which Mr. Sargent had quoted excerpts to prove his charge that the author was pro-Communist.

"The books were edited by Professor Paul R. Hanna of Stanford University, one of the foremost educators in the United States, a former naval officer and State Department aide. They were published under auspices of the National Education Association and have been indorsed by many leading organizations, the American Legion among them. Another amusing angle of the board's investigation was the revelation that pro-Communist charges made against Professor Hanna by opponents of the books were based upon the activities of an entirely different man of the same name, now dead, whose wife is active in the work of the American Russian Institute.

"Mr. Sargent now is threatening to carry his fight into the Legislature. The State Board of Education made a most thorough investigation of all his charges before reaching its final decision to adopt the books and found them groundless. If the Legislature desires the facts we recommend it rely upon the board for its information.

"It should be gratifying to fair-minded Californians that the state has a board in charge of its school system that cannot be swept off its feet by appeals to prejudice. But even though it recognized the attack was highly emotional, the board gave the attackers full opportunity to be heard and deliberated the matter many weeks before reaching its final decision, which is another point in its favor."

STATE BOARD OF EDUCATION

Several important actions favoring the advancement of public education in California were taken by the State Board of Education at its winter meeting in Sacramento, January 10 and 11.

On the recommendation of the State Curriculum Commission the Board by unanimous vote adopted the "Building America" series as supplementary textbooks for Grades 7 and 8. The vote was taken in open meeting, William L. Blair of Pasadena, editor of the Pasadena-Star News and president of the Board, presiding.

W. L. BLAIR

R. E. SIMPSON

Dr. Harry M. McPherson, District Superintendent of Napa Schools and President of the Napa Junior College, was chairman of the sub committee which made the detailed study and recommendations for editorial changes in the texts. Dr. McPherson, representing the Curriculum Commission before the Board, answered all questions of individual Board members. After the textbooks were finally adopted by a unanimous vote, Dr. McPherson made the following statement to the Board: "I wish to congratulate the Board. I believe this will be its most significant adoption. It will introduce a new type of material of unusual value into the schools."

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Wright, Witty, Kelly

Two Primers
A HOME FOR SANDY, Revised
Gay, Witty, Wright

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Wavle, Witty, Falk

•

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SOMETHING DIFFERENT, Rev.
Evans, Witty, Bailey

•

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President Blair stated that he felt the Commission should be commended for its careful and detailed study and editing in connection with the "Building America" series. He spoke particularly of the work done by Dr. McPherson himself. Ralph

DR. HARRY M. McPHERSON

T. Fisher, Board member from Oakland, made the following resolution, which was unanimously carried by the State Board of Education. "That the State Board of Education go on record as commending and thanking the members of the State Curriculum Commission for the time and care they have given to revising these textbooks."

The Board also heard and approved the report of Samuel L. Fick, Chief of the Bureau of Trade and Industrial Education, who served also as War Production Training Property Administrator. Fick reported that all equipment used in the War Production Training program had been disposed of except one item, and that after payment of all costs and provision for the full return to the General Fund of the original appropriation, there will be a balance of approximately $57,285. He recommended that the Board approve refund of this balance to each public agency which had paid a handling charge for the equipment.

A motion to this effect was made by Mrs. E. K. Strong, Palo Alto member, and was seconded by C. J. Haggerty, San Francisco member. The motion was unanimously carried.

The Board approved a resolution submitted by Edwin K. Dole, War Surplus Property Agency for the State Department of Education, recommending that Congress be asked to amend the Surplus Property Act of 1944 to permit the Army and Navy to donate personal property, including desks and other furniture and equipment needed by schools, in addition to the machinery, equipment and tools for vocational and technical classes now permitted.

On approval of the resolution by the Board, Roy E. Simpson, Superintendent of Public Instruction, commented: "Mr. Dole's agency should be commended for securing a large amount of valuable property for the State's public schools.

Other actions by the Board included approval of an application by the governing boards in several high school districts of Orange County for formation of a new Junior College district, which must be submitted to a local election; approval of a petition from the governing board of the Monterey Union High School District for authority to establish and maintain a four-year Junior College, and a draft of a proposed bill as a framework for legislation to empower the Board to issue bonds for the financing of housing on or near State College campuses for faculty, students, and employees of the colleges.

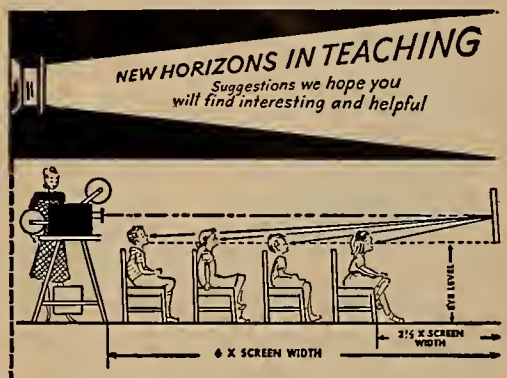
SUPERVISORS MEET FOR THREE DAY CONFERENCE

The Northern Section of the California School Supervisors Association met at Oroville, on January 16, for a three-day conference, with representatives from fourteen counties in attendance.

At the opening session of the conference a member from each county present read a 100-word night letter describing the most significant professional development in their county during the past year which had contributed to raising the level of rural life. Bernard J. Lonsdale, Acting Chief of the Division of Elementary Education of the State Department of Education, summarized the reports, which he followed with an address on the "Importance of Dramatic Play."

The program on the second day opened with the Lassen County staff, under the guidance of Helen Cowan Wood, holding a demonstration teachers conference on "Helping Teachers Use Community Resources in the School Program." It was followed by an evaluation panel led by Francis Noel. Other panel discussions during the day included: Lovelle C. Downing, chairman, Audio-Visual Education; Barbara Hartsig, chairman, Guidance in Education; Perle Sanderson, chairman, Health Education; Margaret Essery, chairman, County Nurses; Robert Naslund, chairman, Rural Education; Mrs. Lee Bean, chairman, Social Studies; Guy West, chairman, Teacher Education; and Lenala A. Martin, chairman, Librarians.

Activities on the final day began with Della Perrin acting as chairman for the general session on Teacher Education In-Service Training. Other events were a report by Dr. Loaz W. Johnson on a survey of the County In-Service Education Program, a review of the Butte County In-Service Program by Lovelle C. Downing, a talk on the services available in teacher education at Chico State College by Dr. Guy West, a report on the summer workshops at Humboldt State College by George Murphy and Sarah Cornelius, and a discussion and pictures of the Shasta County Workshop of 1946 presented by Mrs. Lee Bean.



Projection Hints for Users of Educational Films

Interested in presenting your classroom movies with the greatest visual effectiveness, you may find it worth while to cut out and save this diagram.

For projecting the proper size image on the screen

The diagram above shows suggested placement of chairs and projector in terms of screen width.

And here are three other tips you may find helpful—

1. Securing cords along walls to prevent tripping.

2. Setting up speaker in corner to decrease echoes.

3. Locating screen away from door to lessen disturbance from late arrivals.

These suggestions are based upon professional studies of the classroom film as an integral part of the regular school curriculum. For further suggestions, if interested, you might get in touch with your local director of visual education.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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LETTER FROM HELEN HEFFERNAN

This is the second in a series of letters from Helen Heffernan to the editors of *The Western Journal of Education*. As letters are received they will be published to bring the news of Miss Heffernan's work in Japan to her many interested friends in California. Miss Heffernan's address is given for those who may wish to write to her.

Helen Heffernan, W. D. C.
C. I. & E., G. H. Q., AFPAC
APO 500, c/o Postmaster
San Francisco

Tokyo, Japan, February 1, 1947

One of my responsibilities here is to check scripts of daily radio broadcasts to the children of Japan. My eyes opened very wide this morning when I read the broadcast for February 4 which is designed to explain the general strike scheduled for today but aborted at the last minute by General MacArthur's directive. The sentence which arrested my attention was:

> Japan has entirely given up War forever, and she is now to start on her new career as a peaceful and pacific nation, all *dominated* by the noble ideals of democracy.

The italics are mine!

Recently, Mr. Mark T. Orr, head of the Civil Information and Education Section (C. I. & E.) of the Supreme Command Allied Powers (SCAP) released a press statement which said that Japan's 19,000,000 school children for the first time are assured the kind of schooling needed for living democratically in a democratic society. Sweeping reforms are to be put into operations as rapidly as possible. These reforms include nine years of compulsory education, decentralization of education, abolishment of the legal inequalities between boys and girls, coeducation, new administrative machinery, new curriculum, new textbooks, new teaching methods.

It is a large order; particularly so when all of us at work in C. I. & E. agree that democracy cannot be achieved by domination. Needless to say, it will take years to achieve a completely reorganized educational system for Japan. How rapidly these reforms can go into effect will depend upon the economic status of the country, the re-education of teachers, the reconstruction of war-damaged buildings, and the development of adequate books and materials of instruction.

The press of the country is deeply interested in the educational reforms, so hardly a day goes by without comment editorial and otherwise. By and large, the papers approve education being made available to all classes without discrimination. Considerable concern has been expressed over lengthening the compulsory school period from six to nine years. The large number of war-damaged buildings, lack of equipment, and scarcity of teachers are considered serious handicaps to extending the school period. *Nagoya Times* says editorially:

> Though we can tolerate makeshift school houses, we cannot tolerate makeshift teachers. Although it is the function of the junior high school (middle school) to educate the young generation on which the destiny of the country depends . . . at the present moment there is an acute scarcity of textbooks, materials for teaching, schoolhouses, and teachers.

In our work with the Ministry of Education to inaugurate the 6-3-3-4 plan recommended by the American Education Mission to Japan, we have realized that the three years of compulsory education beyond elementary school could not be achieved with the beginning of the new school year, April 1. It will be possible with existing facilities to inaugurate the seventh year. Gradually, the entire program will be put into effect.

Other problems crucial at the moment are: language reforms, shortage of paper for textbooks and courses of study, coeducation, reversal of purge directives of screening committees, and the rejection of salary increases for teachers.

You may be interested in the purge. As you probably know, teachers come under the purge directive. All teachers who were ultra-militaristic or ultra-nationalistic during the war are purged by local committees of Japanese citizens. The difficulty now is that reviewing bodies are reversing purge directives. About one-third of the wartime Ministry of Education has been purged or resigned when their purge seemed imminent.

Just at present I am reading Ruth Benedict's *The Chrysanthemum and the Sword*. She certainly has analyzed the cultural pattern of the Japanese with her usual discernment. Just at present, I am struggling with the revision of the School Law and fully realize what she says about the adherence to the idea of hierarchy in the Japanese cultural pattern.

The total social situation is most interesting. If the present birth and death rate continue in Japan, there will be an annual increase of 1,000,000 people. In a country where 80,000,000 are crowded into an area not much larger than California, this question of the size of the population is a serious one. The surplus population problem has always been a source of trouble and probably was one of the basic causes of Japanese aggression.

HELEN HEFFERNAN (back row, center) with school officials during visit to Saitama Normal School for Girls

The war has made problems of housing most acute. People are living under railway bridges and in bombed buildings. Until the police forced them to leave some 1100 or 1200 homeless persons were using the sub-passages at Ueno Railway Station for their sleeping quarters.

One of the most interesting places in Tokyo is the Ginza. The Ginza is the main shopping street lined on either side with street stalls. The street stalls are fascinating to the GI's for rings, lighters, cameras, puzzle boxes and scores of other trinkets. They are equally fascinating to the Japanese, who purchase clothing, hardware, household utensils, and food. There is a Tokyo Stallkeepers Mutual Association which protects the welfare of the members. Members pay an initial membership fee of 10 yen, then 5 yen a month and a cleanliness fee of 2 yen because streets are swept after each day's business. A yen at the legal rate of exchange is about 7 cents. The "legal rate" will tell you that there is a lively black market in yen. There is said to be between 70,000 and 80,000 sidewalk stalls in Tokyo.

Recently I went to a festival for nursery school children in Tokyo. The program

and my ticket are enclosed. Before the war there were 600 public and private day nurseries in Tokyo. This festival was an effort to restore interest in the care of young children which was badly disrupted during the war.

One of my favorite forms of amusement is reading the translations from the vernacular press. The following is for your amazement, the italics are again mine:

"Coeducation which was instituted for the first time in Kochi Prefecture at the Shiroyama Boys' and Girls' High School at Akaoka Town beginning this year, *has made extremely favorable progress to the elation and relief of the town's respectable citizens.*"

The following bits written by children will bear repeating:

There is a smell of school!

* * *

The larva has turned to the same color
As the radish leaf,
To disarm the suspicion of sparrows
and others.

* * *

A baby girl, fat with clothes,
Fell down and cried.

* * *

Sho-chan looks like someone!
Oh, yes! Very much like Jesus
In the arms of the Madonna by Raphael.

* * *

How joyful I feel to see
Early in the morning
A flower in bloom
Which was a bud yesterday.

* * *

I am sending you a few pictures. I regret they are not better. I cannot buy film for my camera and have not yet had

FIRST GRADER
smiles for
AMERIKANA
taking pictures

time to find a new camera for which film is available. I will try to send some pictures next time I write.

Sayonara!
Helen

Elementary Principals Plan Conference

The California Elementary School Principals Association will meet for their annual conference at San Diego, March 30 to April 2, after a five year interlude due to war conditions. Mary Mullen of Alhambra, the association's president, has announced that the theme of the conferference will be "The Community School Idea," and that it will be developed through presentations, group discussions, and panel discussions.

Paul J. Misner, superintendent of the public schools of Glencoe, Glencoe, Illinois, will be the initial speaker on the program, and will address the group at the opening session on the evening of March 30.

Roy Simpson, state superintendent of public instruction and director of education, is also listed among the conference speakers. He will address the principals at the closing session on April 2.

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Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARY SERVICE FOR THE BLIND

The arrival of several of the new model talking book machines for the blind makes it timely to remind the readers of WESTERN JOURNAL OF EDUCATION that the California State Library carries on an extensive reading service for the blind of California, in addition to its library work for the seeing.

Talking books are the latest development in work for the blind and talking book machines are eagerly sought by potential borrowers all over the state.

Talking books are books that are read onto phonograph discs and then read back to blind people by means of a talking book machine similar to a phonograph. The talking book machines are available for loan to those who cannot afford to purchase them for themselves. In fact at present they may be loaned to all who wish them since for the past few months no models have been available for sale.

Availability for loan is limited only by the number of machines that have been manufactured and distributed to certain agencies for the blind in various parts of the country. The California State Library is one of these agencies and it now has something over a thousand machines for loan. This number, however, is inadequate as many applications are still on file which cannot be filled until more machines are manufactured and assigned to this organization. Machines as well as books and talking books are loaned to blind residents of Nevada as well as California.

The books that have been transcribed on the records are current ones as well as classics of former years. They range in subject matter from the Bible to some of the more popular fiction. Lists of talking books that can be borrowed by the blind are available on request to the State Library.

In addition to talking books for the blind and the talking book machines, the State Library has for loan an extensive collection of books in the raised types, Braille and Moon. Braille type consists of raised dots in various combinations and is the system taught in the State School for the Blind. The Moon system of reading is used largely by those borrowers whose touch is not sensitive enough to enable them to read the dotted Braille type. Many of those who become blind in adult life find the Moon system comparatively easy to learn and enjoy its use.

Two home teachers, both of them with very little sight, are employed by the State Library to teach Braille and Moon reading, Braille writing and typewriting to blind people in the pupil's own home. These teachers travel through the State, Mrs. Juliet Bindt in northern California, and Catharine J. Morrison in southern California. On account of their own impaired sight they are able to impart effectively to their pupils the lessons that they themselves have learned and they are also able to give the blind pupils many fine suggestions about adjusting themselves to blindness and carrying on their usual home tasks as they did before they became blind. The teachers also have had some success with correspondence lessons given to those pupils whom they have not been able to reach personally.

For any further information about library service for the blind, readers are invited to address the State Library, Sacramento 9, California.

Adult Education Group Plans Program

At the beautiful and interesting Studio Club in Hollywood the officers and board members of the California Association for Adult Education met on the afternoon and evening of January 16 to formulate plans for the year's work. The meeting was presided over by the President, Dr. Mildred Wiese Cole, who is an inspiring leader in the field of adult education. Libraries were represented at the meeting by Mabel R. Gillis, State Librarian, who is Vice-President of the Association, and by Rosemary Livsey, representing Althea Warren, Librarian of the Los Angeles Public Library and a member of the Board.

Great credit was given to libraries by Mrs. Irene T. Heineman, a Board member who as one of a committee of the American Association for Adult Education, is collecting information about community councils in California for a study of community organizations. Through a questionnaire the libraries all over the state contributed largely to the information for the compilation of this list. Mrs. Heineman was warm in her praise for this service which libraries were able to give on account of the constant contacts they make with community groups of all sorts and the indexes that they are accustomed to keep up to date for all activities connected with adult education.

Tentative plans were made for an Adult Education Conference to be held probably in May. Watson Dickerman of the Extension Division, University of California at Berkeley, is Secretary of the Association, and Mrs. Etta Judd of the Oakland Public Library is the Treasurer.

National Association Plans S. F. Meeting

California librarians are busy with plans to welcome their colleagues from all over the country when the American Library Association meets in San Francisco this year. The sixty-sixth annual conference of the national association will be held during the week of June 29th to July 5th. The theme as announced by the national president, Miss Mary U. Rothrock, librarian of the Tennessee Valley Authority, is to be "Moratorium on Trivia."

The local committee on arrangements is under the chairmanship of Laurence J. Clarke of the San Francisco Public Library. The California Library Association, with Dr. Evelyn Steel Little of Mills College as President, will hold a one-day meeting before the national association begins its sessions. Several other meetings are being planned just prior to the conference week. A four-day institute has been scheduled from Thursday to Sunday, June 26th-29th. The first two days will be devoted to library extension problems, and during the last two days library personnel will be discussed.

California members of the committee assigned to plan the library extension portion of the program to be called "Reaching Readers" include Thelma Reid of the State Library staff and Mrs. Dorothy F. Roberts, Alameda County Librarian, assisted by Dr. Carleton B. Joeckel and John Mackenzie Cory of the University of California, and Mrs. Eleanor H. Morgan, chairman of the State Agency Section of the Extension Division.

It is also hoped to present a pre-Conference Institute on library work for boys and girls. Plans for it are being developed by Helen Fuller of the Long Beach Public Library who is Chairman of the Public Libraries Section of the Division of Libraries for Children and Young People of

the American Library Association and Marjorie Van Deusen, recently retired from the Belmont High School Library in Los Angeles who is Acting Chairman for the American Association of School Librarians.

In addition to the program for school and children's librarians, other specialized phases of library work to be represented are the Public Libraries Division's Clinic on Library Buildings which will be of special interest to California librarians because of the many new buildings now being planned.

Del Norte County Library May Be Established

January 13 was a lucky day for the residents of Del Norte County who are interested in the establishment of a county library so that they will have available the reading matter they desire. On that day the Del Norte Board of Supervisors meeting in Crescent City adopted the resolution of establishment of a county library. However, it is contingent upon their ability to levy the county library tax when the budget is being made up this summer. There was a fine representation of Del Norte County citizens at the Board of Supervisors' meeting to express their desire for this library.

Del Norte is one of only nine counties in California still without county library service. The action of the Board of Supervisors is a hopeful step forward in progress toward removing Del Norte County from this small number of counties without this progressive library organization.

California Will Celebrate Conservation Week

California will celebrate its 13th annual Conservation Week March 7-14, 1947. While the California Conservation Council urges attention to the conservation of California's natural resources at all times, it sponsors each year the week of March 7-14 especially in which to draw the attention of the public to the value of our natural resources and the importance of preserving them in every way possible.

The President of California Conservation Council is Miss Pearl Chase of Santa Barbara. The Chairman of Conservation Week in 1947 is Warren E. Hannum, Director of the State Department of Natural Resources, with headquarters in Sacramento.

PERSONAL NEWS ITEMS

John D. Henderson, who has been Assistant Librarian of the Los Angeles County Public Library since January 1944, became County Librarian on January 1 of this year. Henderson succeeded Helen E. Vogleson, who retired and is now living at Claremont.

Henderson was formerly Field Representative for the California State Library for five years and, previous to that, held the position of Kern County Librarian.

A new librarian has been appointed for the Chico Public Library due to the resignation of Annabelle Patterson who went to the Richmond Public Library recently. The new librarian is Evelyn Pittman of Spencer, Iowa. She took office on February 1. Miss Pittman is a graduate of the University of Denver Library School and of Texas State College. In 1943 she became librarian of the Cedar Rapids, Iowa, Library for one year and since that time has been librarian at Spencer.

Charles F. Woods, who has been librarian of the Riverside Public Library for twenty-five years, has presented his request for retirement to take effect March 1. Woods became librarian of the Riverside Public Library, which also conducts library service throughout Riverside County, in 1922. He was also director of the Riverside Library Service School which was for some years conducted in the Riverside Public Library. During the war the operations of the library school were discontinued.

Wood's first library position was as assistant in the University of California Library, following which he was reference librarian at the Mechanics-Mercantile Library in San Francisco. He then became librarian of the San Jose Free Public Library, a position he held for five years prior to going to Riverside. Woods has been prominent in the work of the California Library Association and twice has served as district president for Southern California.

Upon Woods' retirement Albert C. Lake, at present librarian of the Sacramento County Free Library, will become the librarian at Riverside. Lake is a graduate of the University of British Columbia and of the Library School of the University of California at Berkeley. He has been an assistant in the Kern County Library, has served as librarian of Trinity County, and since 1943 has been librarian of the Sacramento County Library.

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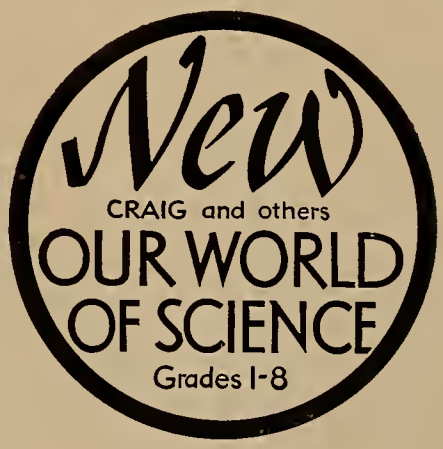

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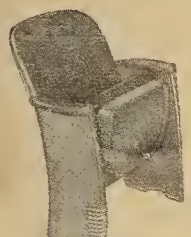

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The WESTERN JOURNAL OF EDUCATION

In This Issue:

Jottings of a Traveling Bookman

Western School News

Library News

Book Reviews

UNDER CONDITIONS SUCH AS ARE PICTURED ABOVE DEMOCRATIC EDUCATION IS BEING REBORN IN GERMANY. *(See article by Dr. Bursch on page 8.)*

March, 1947

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Jottings of a Traveling Bookman

By
W. M. CULP

"WHAT IS HAPPENING TO AMERICAN EDUCATION?"

If fanfare, a national press, radio exhortation, magazine articles, and speeches by educators and the lay public are any tenor of the national thinking, then American Education, in its present doldrums, is bound to have something done for it or about it. The present state of financial educational support is not something that has crept upon us silently during these recent war years. It is something that has been with us but has not caused undue excitement, because the financial support of most public schools was more nearly in equal balance with the general wealth of the community from which the pupils came. On the whole, the school systems of many states followed the general pattern of the wealth of those states. Those with great financial resources had correspondingly better school systems than those with lesser resources.

The cause of the concern for American Education is due largely to the stress and strain of the war years. Some 350,000 teachers during the past several years have dropped out of teaching jobs to take better paying positions outside the teaching profession. Teacher - training institutions have been depleted of students training to enter the teaching profession. While salaries of most white-collar positions have been increased 60 per cent, the wages of teachers have gone up only 20 per cent. The physical school plants have deteriorated, and equipment, books, and supplies have been purchased in greatly decreased quantities. Then, with the end of the war came the advance of GI's into educational institutions, crowding them to the brim with around 1,200,000 now enrolled and with a backlog of about 2,000,000 for some years to come, as there are 20,000,000 persons who can qualify for GI instruction. The situation seems to have gone beyond the hands of local school administrators and state school authorities, and has become the concern of the various state legislatures and of Congress.

Out of all the welter of comment and conjecture and of advice of what should be done about American Education, *The New York Times* this month gave a synopsis of educational conditions throughout the forty-eight states, and came up with a set of fifteen basic recommendations as to how the situation may be improved. Under the title, "What Is Happening to American Education?" twelve articles were printed. These articles contained material collected by Dr. Benjamin Fine, *The Times* Education Editor, during a six-months' study of the situation. Dr. Fine conducted a comprehensive survey of the national educational system. He traveled thousands of miles from coast to coast, interviewing educators throughout the country. He sent out 5,000 detailed questionnaires to every college and important secondary system in the country.

The fifteen suggestions for the improvement of education in the United States follow: 1. Greater financial support of our public schools—a minimum expenditure of 5 per cent of the United States national income for education. 2. An increase in salaries of the nation's teachers, establishing a minimum salary of $2,400 for all public school instructors. 3. Increased requirements and standards for the teaching profession—a minimum of five years of college to be required of all elementary and secondary teachers. 4. States should receive sufficient money from the Federal Government to raise school standards to a national level of $1,600 a classroom unit. 5. Single-salary schedule for teachers with equal professional training — elementary and secondary school teachers should receive equal salaries. 6. Better working conditions for the nation's teachers—less extra-curricular or clerical duties, smaller classes and adequate equipment and supplies. 7. Adequate tenure and retirement laws—improved tenure protection for more than 50 per cent of the teachers who are now without tenure. 8. No community restrictions on personal lives of teachers — less meddling by community in way teacher lives her own life. 9. Improvement of teacher-training institutions — drastic revision of teachers' colleges to eliminate poor conditions that now exist in many institutions. 10. Better school buildings essential—the right of pupils and teachers to attend schools that are decent and cheerful. Five-billion-dollar program needed. 11. Improvement of rural schools—inequalities between rural and urban schools are a national disgrace. Better schools in rural areas immediately essential. 12. Introductions of modern teaching devices and methods—too many schools are still teaching along horse and buggy methods, seemingly unaware of the atomic age. 13. More teacher participation in school program—teachers should be allowed to share in development and planning of academic activities of school. 14. A better recruitment program is necessary—schools and colleges must induce their superior students to enter the teaching profession. 15. Greater interest of public in nation's schools—public must become aware of the importance of our schools in preserving democracy.

That the United States can spend more money on education is the considered opinion of both the National Chamber of Commerce and the National Association of Manufacturers. The educational committee of the Chamber of Commerce in their study, "Education—An Investment in People," proves that there is substan-

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
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tial and positive correlation between the amount a state spends on its public schools and the social and economic level it reaches. This study shows that there is a relationship between the money a state spends for education and the volume of retail sales, the circulation of magazines, and the number of telephones. The conclusion reached is that "Education is an essential instrument through which commerce, industry, and agriculture can be expanded in rising degree. The cost of adequate education is an investment that local citizens and business can well afford in increased measure when related step by step to the improvement of local economic conditions."

At the present time the nation is spending some $2,500,000,000 on education. It is estimated that $5,000,000,000 would do a credible job that would be considered adequate. During the war expenditures for both luxury and necessities increased tremendously while the money spent for education has stood still, or at the most, increased little. The proportion of the total national income spent last year for education was smaller than any year since 1929.

In the field of public school buildings the situation is more than serious. An immediate post-war building program, to cost in the neighborhood of $5,000,000,000, is considered absolutely necessary if public school housing is to be brought up to what it should be. The high cost of construction has stymied many communities, that in past years have voted bond issues for new structures. During the war they held off till its end with the expectation of then starting construction. Now they find the funds already voted will not construct more than a third of what was originally planned. With shortage of materials and high costs they are still delaying construction, hoping for something better in the coming months. The largest amounts of new construction are needed in New York and California. Dr. Fine reports that both states report the need of $300,000,000 each to provide adequate buildings. Illinois needs $250,000,000 for buildings, Pennsylvania $200,000,000, and Maryland $150,000,000. Nine states—Alabama, Florida, Louisiana, Minnesota, New Jersey, North Carolina, Oklahoma, Virginia, and Washington require $100,000,000 or more to modernize their school buildings.

The lack of an adequate supply of textbooks, teaching equipment, and classroom materials is prevalent throughout the country, and has been so since the depression years. Textbooks in many cases are obsolete, old, and dilapidated. At the present time the schools spend 1.3 of their budgets for textbooks. This amount has to be doubled if schools are to have an adequate supply. Large numbers of cities permit the use of textbooks long after their condition makes them unsuitable for effective teaching. Total sales of textbooks in the United States are estimated at $55,000,000 per year. Twenty-three states buy or print books and distribute them to the pupils through their state educational officials. Parents of children still buy $30,000,000 worth of texts for their offspring to use in school classes. An increased use of modern textbooks is one of the quickest methods to increase the educational outcome of the students.

The country is on the march educationally. If words are of any effect these coming months ought to set the trend of educational advancement that will reap many benefits to public education in the years to come.

Teachers' Salaries Is Major Problem

Teachers' unions have been with us for some time. In these critical days of rising prices and wage adjustments, voices arising from these organizations have been persistent in their demands for higher wages. This is perhaps as much their right as that of anyone else. But the talk of militant action and the labeling of the various State Teacher Associations and the National Educational Association as company unions by the AFL and CIO teacher unions does not fit well with the vast majority of the citizens of the United States, whose children they have under their care. The feeling of the whole country is that the pay for teachers in many sections is too low commensurate with the preparation demanded of those who fill those positions. Adjustments are being made everywhere. New York State has just appropriated $32,000,000 giving a $300 wage adjustment to every teacher in the state and creating a minimum salary scale of $2,000. The New York City Teachers are demanding a minimum salary schedule of $2,700. Governor Thomas E. Dewey of New York State has a commission at work to further recommend legislation in regard to the New York State support of education. Such matters are scheduled to be legislated on later in the year as a result of a report of this committee. With costs of government rising by leaps and bounds in every city and state the problem confronting the legislature is where to find the money to carry on the multiplicities of government. Federal subsidies is one solution but that calls for increased federal taxation. The equalization of school funds has been worked out in many states with money being taken from where it is to where the children are. Too few people realize the simple fact that public salaries have to come out of public taxation.

Horace Mann-Lincoln School May Be Discontinued

An era in education has come to its end. Teachers College of Columbia University is suing in the Supreme Court of New York State for the discontinuance of the Horace Mann-Lincoln School after June 30, 1948. The suit is opposed by the school's Parent-Teacher Association. Teachers College counsel has been calling educators who are testifying that private schools have outlived their usefulness as places for experiments in new educational ideas. Dr. Alexander J. Stoddart, superintendent of schools of Philadelphia, said most educators felt that Lincoln School had made contributions in the past by demonstrating that young men and women could go to college and succeed without meeting the rigid entrance examinations then prevalent. These experiments, he added, had influenced public school practice. In recent years, he considered, its influence upon public practice has been negligible. Dr. Alonzo G. Grace, commissioner of education in Connecticut, declared that private schools generally were not so effective in educational experiments as public schools, which contained a truer cross-section of the population. Dr. Hollis L. Caswell, associate dean of Teachers College, identified the five main problems faced by secondary schools today as follows: vocational training, treatment of minority groups, students of below-average intelligene, health education and relation of school to other community agencies. He described the gap between the experiments in Horace Mann-Lincoln and in public schools as very great, mainly because of the caliber of the pupils at the Lincoln School. He declared, "Our efforts to bridge that gap were without success." Arthur W. Page, a trustee of Teachers College testified that the decision of the trustees to discontinue the school was based mainly on educational grounds, with financial reasons playing only a minor part.

Western School News

Edited by MORRIS WAGNER

FIELSTRA APPOINTED TO U.C.L.A. FACULTY

The appointment of Dr. Clarence Fielstra, 34, by the Board of Regents of the University of California as Associate Professor of Education and Head of Education, University Extension, at the University of California at Los Angeles, has been announced by Dr. John S. Carroll, Superintendent of Schools for San Diego County.

DR. CLARENCE FIELSTRA

Dr. Fielstra joined the County Superintendent's staff in San Diego in 1943 and has served as Associate Superintendent of Schools and Director of Curriculum. Prior to his coming here, his professional experience included public school administration, teaching at the University of Michigan, and directing the teacher training program at Stanford University. His doctor of philosophy degree was awarded by the University of Michigan.

In addition to being a collaborating author of the outstanding book entitled *Education for Wartime and After,* he has contributed articles to several national education periodicals. He is on the Advisory Board of *Social Education,* the official magazine of the National Council for the Social Studies. Dr. Fielstra's biography is included in *Who's Who in American Education* and in *Leaders in American Education.*

During his three years in San Diego, Dr. Fielstra has been active in community affairs and has addressed numerous civic groups. At present he is a member of the Board of Directors of the Family Service Association and of the Family Living Association. He is chairman of the School Health Coordinating Committee appointed by Supervisor David Bird, and he formerly served as chairman of the Education Committee of the San Diego Social Hygiene Association. Active in the California education program, Dr. Fielstra is serving on several educational committees in the state.

In releasing this announcement, Dr. Carroll stated that the appointment of Dr. Fielstra to the staff of the University of California at Los Angeles had been anticipated for some time. The move had been discussed with the Personnel and Policies Commission of the San Diego County Schools, and Dr. Carroll said that an invitation has been extended to Dr. Fielstra to continue as Deputy Superintendent of Schools for San Diego County, serving in the capacity of Consultant in Secondary Education. Dr. Fielstra has indicated his acceptance of this invitation to continue a part-time relationship here.

BALANCE IN SOCIAL EDUCATION

By Dr. Clarence Fielstra

Objectives of social education are often stated in terms of knowledge, skills, and values which the child should acquire. Less frequently the objectives are stated in terms of pupil behaviors, but there does seem to be general agreement that only to the extent that a pupil's social behavior is desirably affected by a social education program is that program a worthwhile one.

If the improvement of a pupil's social behavior is the criterion of the adequacy of a social education program, the question may easily follow as to the relative place of social knowledge, social skills, and social values in bringing about such improvement. A good case might be developed for any one of these factors as being the most important, but in all probability the maintenance of a balance among the factors offers the key to good social education.

Social knowledge. There can be little doubt about the desirability and necessity of each pupil's gaining knowledge about the social organizations, processes, and problems of his community, state, nation, and world. Historical knowledge as well as current information about these items is essential if the pupil is to benefit most from his heritage. As a human being he has the unique ability to learn by his ancestors' experience. Through a study of history, he may avoid many trial and error experiences and devote, instead, his energy to pushing toward new social frontiers. Without sufficient social information, a pupil lacks a basis for intelligent social behavior; without historical knowledge, he fails to obtain his full birthright.

These comments are not made to justify the expectation of a child to learn numerous isolated dates, names of people, names of places, and other bits of historical knowledge to be kept in a mental storehouse. To the contrary, the items of knowledge which the pupil learns should be clearly related to each other, to the present social scene, and to his behavior in that scene. Cause-effect relationships, the growth of democratic concepts, and the development of ways and means to assure the greatest good for the greatest number should be studied; and as social principles and generalizations are discovered and understood, the application of these principles and generalizations to present-day living should be considered.

Social skills. In addition to knowledge and understandings relative to society and social living, the basic social skills should be developed in a social education program. If a pupil has information about social issues and if he knows the facts about good human relationship but does not have the skills which are necessary to the constructive use of his knowledge, his social behavior will fall far short of its potentialities. Training in effective speech, in group discussion, and in cooperative action are requisite to democratic living. Skills in reading and research, in interpreting graphic materials, and in detecting propaganda are also highly important. Moreover, knowledge of the social amenities must be supplemented with the development of etiquette skills. Good manners and courteous conduct are not inherited automatic responses; they must be learned.

The learning of all of these social skills involves much more than talking about them. It involves practicing them. They must be practiced in the classroom, in the extra-curricular activities, and on the playground and campus. A refinement in social skills based on this kind of practice results not only in a pupil's gaining popularity with his fellows but also in his exerting democratic leadership among them. Even a pupil of dull-normal intelligence, one whose store of knowledge is decidedly limited, may be a well-adjusted, happy, and constructive citizen if his social skills are well developed.

Social values. The acquiring of social knowledge and skill alone are not enough to constitute the goals of a well-rounded

program of social education. This development of attitudes, appreciations, ideals, values, and convictions must also be included. The way a person "feels" about what he "knows" will determine what he "does." Since desirable social action is the ultimate end of social education, the cause or inducement of that action must not be neglected. Having knowledge does not necessarily lead to action; neither does the possession of skills. Having strong convictions, however, usually does so. It is what one "believes in" that very largely determines his character and his behavior.

It is most unfortunate that the development of sound attitudes, ideals, and values is often relegated only to the incidental or "concomitant outcomes" of lessons and courses. Just as a pupil is instructed in knowledge and trained in skills he must be inspired to ideals. It may be true that "knowledge is power," but the query follows as to how that power will be used. Assurance of its right use depends on the development of wholesome beliefs and morals.

Although the inspiration of ideals is only one of three broad aims of social education, it deserves considerable emphasis in the thinking of educators for several reasons. In the first place, this aspect of social education has often been neglected while the storage of facts and development of academic competencies have been stressed. In the second place, this aspect of social education requires master teachers. Almost all instructors can teach facts; many can also give training in skills; but relatively few can do both and, in addition, inspire deep appreciations, sound attitudes, and high ideals. An awareness of the need of the latter type of teacher must also be awakened in the minds of the public, and incentives for entering the profession must be offered outstanding young people. In the third and last place, man's welfare and survival is dependent on learning to live together peacefully, with respect for each other and with ideals of decency, integrity, and brotherly love. The acquisition of more knowledge is, of course, very desirable, but moral regeneration is imperative.

Balance. Good social education leads to intelligent action and moral behavior. Intelligent action and moral behavior are based on a trinity of factors: knowledge, skills, and values. Among these factors careful balance must be kept. If the values are based on insufficient or inaccurate information, they may become as dangerous as the vicious Nazi ideals and social convictions that led millions to die for Hitlerism. On the other hand, if knowledge alone without human values is gained, the resultant action may be manifested in war, crime, and degeneration.

Finally, even though both knowledge and ideals be gained, a lack of social skill may make positive action impossible. Only when all three factors are in balance can a social education program result in the improvement of behavior and in the enrichment of democracy.

VETERANS SHOW ABILITY TO ATTAIN HIGH GRADES

President Donald B. Tresidder of Stanford University reports that during the first quarter of study, Stanford's 4,140 veterans were able to compete on even terms academically against the most highly selected group of non-veterans the institution has ever had. His announcement is based on a survey conducted at the end of the autumn quarter by Dr. William A. Spurr, professor of business statistics in the Graduate School of Business.

Dr. Spurr's survey showed that in comparing the grades of 2,000 veterans and non-veterans in the Lower Division, the veterans held a slight advantage. Another comparison, between 1,000 married veterans and a like number of single veterans, showed a slight but insignificant advantage for the married men, indicating that both married and single veterans are doing the same high calibre of work.

From a health point of view, Dr. George H. Houck, director of the University Health Service, has expressed the wish for more veterans at Stanford, stating that they had been largely responsible for raising the health standards of the entire school.

Dr. Houck attributes the higher health standards to military service having screened out the chronically ill, and to the fact that veterans are older and take better care of themselves. He added that the whole student body is benefiting from the resistances the veterans built up in group living under crowded conditions in the service.

The attitude of the faculty toward the veteran has been on the whole exceedingly favorable. A typical viewpoint is the statement made by Dean of Students John M. Stalnaker:

"The veterans at Stanford are serious, conscientious workers, here for a purpose. In the classroom, the laboratory, in all student sports and other activities, in the dormitory life, the veteran is exerting a definite and good influence. The spirit and attitude of the veteran is excellent. Because of him, Stanford is able to expand to help care for its share of the current educational load."

WYCKOFF NEW PUBLIC INFORMATION OFFICER

Mr. Nicholas E. Wyckoff is the new Public Information Officer of the California State Department of Education. In interviewing Mr. Wyckoff he stated, "The title and specifications of this position are rather new to the California State Personnel Board. It is a post-war creation. There have been officers in this Department in the past who performed similar functions, usually under assignment to Textbook and Publications Division in editorial capacity. My immediate predecessor was George Seidl, a Sacramento newspaperman who resigned to do graduate study in oriental languages on a scholarship at the University of California in Berkeley. He held the position from May 1 to September 15, 1946. Dr. Waterman tells me that a pioneer in the public information field for the Department of Education is Mr. Tom Brown, Director of Public Relations for the Western Pacific in San Francisco. I believe he served during Mr. Hyatt's superintendency."

Mr. Wyckoff has had a good many years of varied and interesting experience in the field of newspaper and radio work. A native Californian, he was born in Berkeley where he went through the schools from the elementary through the University of California, from which he graduated in 1928. His newspaper work was with the Boston Herald, the New Bedford Evening Standard, and the Brooklyn Eagle. He came west again in 1932, after spending three years on eastern papers and as a news broadcaster in Boston, to enter the radio field. He served on the staff of NBC at Spokane, Washington, as a writer producer, until 1936, when he came to San Francisco to serve as a radio and press representative for NBC. In 1942 he joined the Army and was assigned to the AAF's Air Technical Service Command, Special information Office.

Mr. Wyckoff stated that he hoped the newspaper-radio viewpoint in this office would be of service to California's very fine professional people in public education.

AUDIO-VISUAL DEPARTMENT SAN JOSE, CALIFORNIA

By Mary Louise Zingheim
Director of Instructional Aids

In 1932 the administrators of San Jose planned a central visual department to service schools with equipment and materials. Very few systems had established departments at this time. The central idea was fostered by a progressive, far-sighted

MARY L. ZINGHEIM

staff, who were willing to devote the extra time and energy necessary to initiate the new venture.

At its inception, the department contained ten films and fifty slides. Over the past fifteen years, a total of 250 films and 6,000 slides have been added to this original figure, not to mention the quantities of slide-films, records, pictures, photographs, maps, equipment, and other realia within the department.

A self-survey in 1944 revealed that the San Jose Department was reasonably well equipped and that a sound foundation had been laid. However, a need for improvement was felt in regard to the selection and classification of materials, ways of effectively initiating these new teaching aids into the curriculum, classroom, specific areas of experience, and the in-service training of the teachers.

A director was appointed to guide this program professionally. This person works in constant harmony with the administrators and supervisors of instruction, taking part in all curriculum undertakings in which instructional aids are concerned. The administrative group, along with the teachers, selects aids for the department. Selection of materials in this manner has been found to be particularly valuable for two reasons: teachers insist on material that is accurate in detail, interesting enough to command the child's attention, and tailored to fill a particular need; everyone who should know about new materials sees the aids, has the opportunity to discuss them, and obtains an over-all view of their particular place in the curriculum.

Many in-service training methods are employed in the San Jose program. A course for professional growth credit including all phases of audio-visual education from the philosophy of the program to the use of various types of equipment is offered by the director, who is on call at all times to give demonstration lessons and lecture demonstrations, prepare exhibits, call special meetings, attend work-shops, and help teachers in emergencies.

Elementary teachers work directly with their principals when questions relate to problems centering in their particular school. Most elementary teachers operate all types of projectors. The secondary schools have an audio-visual coordinator who is released during a part of his day to work with teacher-requests and to sponsor a projection club which takes care of all showings on the secondary level.

To further the elementary social studies program, source kits have been compiled corresponding to the various areas of experience. These kits include all aids that teachers have recommended as being essential for effective teaching. In addition to this kit, other developmental aids are available as situations arise requiring them. This plan has been found to be very satisfactory and has been enthusiastically received by the teachers as a whole.

Teachers have the privilege of coming to the department to select materials, to telephone, or send in written orders. Most teachers prefer, especially if they are planning new work, to come to the department to browse. Equipment is available for previewing at all times.

A daily delivery takes care of the transportation of all instructional aids. This service makes possible the close scheduling of aids that are in great demand and offers the teachers an opportunity to order aids on the spur of the moment if necessary.

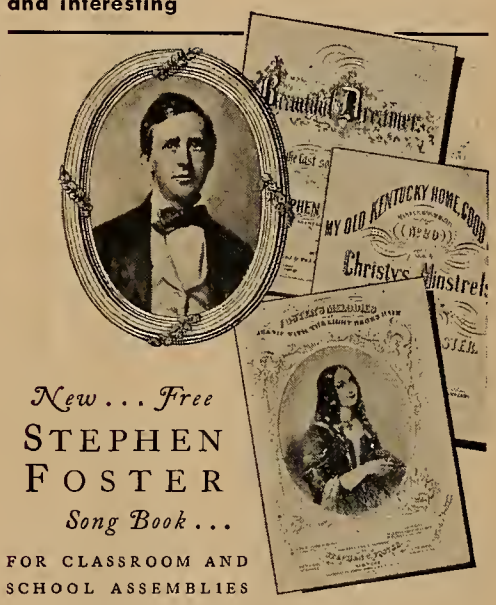
Although the department owns a number of 16mm. movies, both sound and silent, the secondary program requires additional films through rental sources. An effort is made to arrange a schedule that will correlate with the subject matter being studied.

At present, a catalog containing annotations of materials within the department and arranged according to unit and subject fields is being compiled. Their catalog will help teachers locate all of the aids in their field with a minimum of effort. A plan for the improvement of darkening facilities in the various schools is also under way. If projected aids are to be used as an integral part of the lesson, the above program is essential.

As audio-visual tools have become more and more the direct concern of the teachers, supervisors and administrators, more enthusiasm has been registered, and more appropriations for materials and services have been extended. This increasing interest has made San Jose's Audio-Visual Department outstanding as a center of essential instructional aids for the teachers it serves.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting



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AB-116

RE-EDUCATION FOR DEMOCRACY

By James F. Bursch

Superintendent and Secretary, Sacramento City Unified School District

(Former Lt. Col., United States Army — Chief Education and Religious Affairs Officer, Greater Hesse and Westmark Germany)

For many years the writer has gone about through the states of Oregon and California discussing with teachers and other citizens in institutes and forums his integrated concept of the processes of democracy as

JAMES F. BURSCH

learned from his experiences and his teachers in the United States of America. The ideas in this concept may be boiled down under two general headings; first, the planning phase which calls for conferring, consulting, contributing, and concluding; and second, the execution phase which calls for organizing, deputizing, supervising, and recognizing.

With these concepts fairly well "jelled" into convictions, the writer both felt and thought, with a few score of other American educators, that it would be worthwhile to see what might be done in the way of exposing the remnants of the educational personnel of the Third Reich to this ideology.

There came a day in March, 1945, following several years of specialized preparation for the task, when this handful of American educators found themselves in Western Germany ready to begin their "noble experiment." Instructions of the United States Government to the Education and Religious Affairs Division were ample, simple, and clear. In brief, they called for the elimination of Nazism, militarism, racial prejudice, religious discrimination, international hate, intense nationalism, and the encouragement of any and all democratic tendencies. From this point on, the Education and Religious Affairs of Military Division was on its own

What did we find? What was our "estimate of the situation?"

Following is a brief summary of our findings:

1. The educational institutions were undemocratic, inflexible, reminiscent of the Middle Ages in curricula, conscious of their function to eliminate all but the "elite," and hostile to change.

2. The personnel was well trained in subject matter, well steeped in the "elite" tradition, intensely nationalistic and militaristic, and more than half of them from the kindergarten through the university steeped, body and soul, in the Nazi philosophy.

3. Teacher training was completely broken down except as a by-product of Nazi leadership training.

4. Textbooks, in the judgment of well trained and liberal minded United States educators, were almost without exception unusable. They were filled with intense German nationalism, Nazi party doctrine, racial superiority, militarism, and international hate.

5. Audio-visual aids were nationally controlled and were predominantly Nazi party propaganda.

6. Professional educational journals were non-existent.

7. Well over half of the school plants were totally destroyed or rendered unusable through the accidents of war.

8. Fuel for space heating was unavailable.

9. Administrative and operational machinery was non-existent, due to the elimination of a Reich government and Reich ministry of education and the fleeing of local, county, and state educational administrators who had high party affiliation.

10. School and public libraries were either destroyed or closed pending an investigation of what they had on their shelves and the investigation of their operating personnel.

11. The student bodies of the gymnasia, colleges, and universities were so predominantly Nazi that these institutions had to be closed until the student personnel could be "screened" in accordance with the regulations of the United States Military Government.

12. The churches were disorganized financially and contained some Nazi or Nazi-sympathizing personnel among their leadership.

13. Youth organizations, comparable to Boy Scouts, Girl Scouts, Campfire Girls, etc., were dissolved and scattered.

After surveys and conferences between American Education and Religious Affairs officers and "screened" German educators, the following educational program for a new Germany (American Zone) was launched:

1. In place of the selective, eliminative, aristocratic, traditional German pattern of education, in which the "elite" or secondary school pupils are selected at the end of the fourth grade, there is to be substituted an "Einheit Schule" or unified school, in which all of the children of all of the people go to school together—either through the sixth or the eighth grade instead of being predestined at the end of the fourth grade for either "elite" or "common" education.

2. Ardent Nazis, intense nationalists, and militarists were eliminated from the educational personnel.

3. Non-Nazi youth were placed in newly organized teachers' colleges or in teacher apprenticeships under leadership with democratic understanding.

4. The textbooks of the Nazi regime were withdrawn, and the United States Army reprinted the textbooks of the Weimar Republic and distributed them (three for each five pupils) throughout the entire American Zone. German textbook and curriculum committees with the cooperation of American Education officers, developed an entirely new set of textbooks and courses of study.

5. Audio-visual aids were impounded and sorted according to usability. Films and slides were secured from the United States to illustrate democratic procedures among students and teachers in American schools.

6. Committees of German teachers were appointed to develop a new educational journalism.

7. Priorities on building materials were secured for the repair and reconstruction of school plants.

8. Study guides and lesson plans were prepared for use by pupils in the "warm" kitchen at home.

9. New ministries of education, religious and cultural affairs were created with a democratic complexion.

10. Libraries were "screened." Doubtful and propaganda books were placed in the Reserve Section, to be borrowed only upon signing for them.

11. Student bodies were "screened" by the same standards as were the persons in the occupations they intended to enter.

12. Committees of religious leaders were formed to "screen" the personnel of their own churches. No police methods were used in this area.

13. Thousands of youth and sports "circles" were formed on a purely local basis with permission to engage in all legitimate youth activities (no state, national, or international organization permitted). Hundreds of American officers and men from the security troops not directly connected with military government cooperated in this program on a purely voluntary basis.

14. Nazi songs and Nazi plays were eliminated from the schools and the theater. They were replaced by the lovely old German classical and folk songs and supplemented by a new departure entitled "Songs of Our Neighbors."

A new Germany is a possibility, but it will take time, understanding, and cooperation to achieve it.

PADENS' HOBBY LEADS TO NEW DISCOVERIES

Dr. William G. Paden, Alameda Superintendent of Schools, long recognized as one of California's outstanding educators, has the further distinction of being an authority on California pioneer history, and along with Mrs. Paden without equal as a researcher of the history and geography of pioneer trails and western migration.

The Padens' interest in the pioneer trails of the Spanish explorers and '49 gold seekers began back in 1920. During that summer, and every year since they have pursued their hobby of spending their vacation touring over the pioneer routes of travel from Mexico to California, and from the Mississippi Valley to Oregon and California, recording as they went the dramatic history of the early migration along with accurately reconstructed maps of the main trails and cutoffs.

The public received the benefit of their labor in 1943 when Mrs. Paden authored her first book, "Wake of the Prairie Schooner" (by Macmillan Company). It was a resume of the family's yearly vacations over the numerous western trails they had traveled. The book represented nine years of research as well as numerous authenticated original maps and photographs and illustrated by Mrs. Paden's own sketches.

DR. and MRS. PADEN glance through some of their literary achievements

The book is now in its sixth edition. Plus this an additional 100,000 copies of the Armed Service Edition has been printed and sent overseas to military personnel.

The outstanding success of her first venture has encouraged Mrs. Paden to begin work on another narrative of the pioneer trails, tentatively titled "Long Short-Cuts to the Gold Fields." She and her husband plan to collect the data for the story this summer when they tour through the Black Rock Desert of Northern Nevada.

Dr. Paden, who wrote "Seeing California," a geography for the fourth grade; and "A Work Book of California Geography" for junior high school, is also planning further writings in connection with his hobby. His present venture, which he started before the war and had to put aside for several years because of his work with defense groups during the war years, includes a collection of maps of the old emigrant roads of the early west that he had made, coupled with pertinent data about each of the areas. The work will include about 580 trail maps, and will be published as soon as it reaches completion.

The reputation of Dr. Paden as an educator goes back 30 years to the time when he left the University of California to become football coach at the Alameda High School. Under his direction the team went on to win the state championship the first season. His next position was that of vice-principal at the Porter School where he met and married Mrs. Paden. He later advanced to the principalship of Lincoln School, and in 1925 was appointed to his present post of superintendent of Alameda public schools.

His hobby of geography goes even farther back than his education background, as Dr. Paden spent his childhood on a cattle ranch in San Diego County, where his interest in the subject first was awakened.

Free Higher Education

Dr. John Dale Russell, chief of the Division of Higher Education of the United States Office of Education, suggested that higher education in the United States be made as free as elementary education, when he addressed a recent meeting of the National Association of Junior Colleges, held at St. Louis, Missouri. He also issued the warning that "unless educators take steps to make it clear that no discrimination exists on the basis of race and religion in the admission of qualified applicants to institutes of higher learning, other agencies may do the job in a way that we may not like."

Dr. Russell also predicted that the present expanded enrollment in higher education would continue through 1960 or 1965, and advised that college expansion programs should contemplate a permanently increased demand for higher education.

Library News

Edited by MABEL R. GILLIS, State Librarian

New County Library Appointments

Two new county library appointments have just been announced. Frederick A. Wemmer takes office as Sacramento County Librarian on March 15. Mr. Wemmer comes from Solano County where he has held the office of county librarian since 1940. His tenure of office was interrupted by some years on leave of absence during the war, when at first he was in charge of army library work in Alaska and then was connected with the headquarters company there. Mr. Wemmer is a graduate of the University of California and the Library School of that University. In Sacramento he succeeds Albert C. Lake, who became librarian of the Riverside Public Library on March 1.

Succeeding Mr. Wemmer in Solano County will be Dorothy Dorland, present county librarian of Tehama County. Miss Dorland takes office in Fairfield on April 1. Miss Dorland graduated from the School of Library Science at the University of Southern California in 1937 and following that has had experience in the Plumas County Library and as librarian of the Visalia Public Library, before going to Tehama County as county librarian in 1944.

On March 1, Eugene Hart became librarian of the Glendale Public Library, succeeding Harriet Sue Salmon who resigned during February. Mr. Hart has recently returned from service and has been working temporarily in the University of Southern California Library while pursuing studies toward a master's degree. He has had varied library experience, however, having served in California first as head of the technical department of the Los Angeles County Public Library from 1938-40. He left Los Angeles for the Tulsa, Oklahoma, Library, and following that served as head of the Industry and Science Department of the Enoch Pratt Free Library in Baltimore. While he was librarian of the Pacific Aeronautical Library in Los Angeles, following his Baltimore service, he entered the army. He is a graduate of the Library School at the University of Michigan.

Elizabeth Hickenlooper, Librarian of the Alhambra Public Library, was married on January 24 to Michael Joseph Hebor. She will continue as Alhambra librarian.

Two new librarians in the San Francisco Bay region are Theodora Larsen, who succeeded the late Jane I. Curtis, as librarian of the Alameda Public Library, and George Young, now librarian of the Mill Valley Public Library. Mr. Young succeeded Barbara Travers who took a position recently in the Contra Costa County Library.

District Meetings are Planned

Although the coming American Library Association conference in California is of prime importance to the members of the California Library Association, the State group is planning as usual its district meetings.

The first of the meetings will be held in Santa Ana on April 12. This is the Southern District meeting and includes librarians from all libraries south of the Tehachapi.

One week later the Mount Shasta District will hold a meeting in the extreme northern part of the state. The librarians of the northern counties will meet at Alturas for the week-end of April 19 and 20. On May 10 the small Redwood District, consisting of the counties of Humboldt and Del Norte, will meet at Arcata or Eureka.

The other three districts, the Golden Empire, Golden Gate and Yosemite, will hold a joint meeting at Santa Cruz in October. Dr. Evelyn Steel Little, Librarian, Mills College, President of the Association, plans to attend all district meetings.

Sacramento Lions Give Gift for Blind

The Lions Club of Sacramento has given the State Library a Banks Braille Writer, an invention which has recently been perfected. It is a small writer which can be carried in a man's pocket. It writes Braille on paper tape and is excellent for the use of blind students who wish to take lecture notes. and blind business men who need to make business records, in or out of their offices. The writer is the result of some years of work by Dr. Alfred E. Banks of San Diego. Lions' Clubs throughout the State will assist qualified blind persons to acquire these writers by paying the major part of the cost.

Exhibit of Prints at State Library

The current exhibition in the Prints Room of the State Library is of personal interest to librarians since the artist Juliette May Fraser of Honolulu is a former Californian and a niece of Mrs. May Dexter

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Other books now in preparation

D. C. HEATH AND COMPANY 182 Second St., San Francisco

Henshall, for many years the County Library organizer for the State Library. The exhibit is varied, several media having been used. There are pen and ink drawings, dry points, pastels, pencil drawings, water colors, linoleum cuts and several combinations. The prints are very striking with their interesting colors and subjects. Miss Fraser directed some of the camouflage work during the war and many of the prints depict the work of the camouflage groups. In her work Miss Fraser shows a sense of humor and a keen understanding of human character. The exhibit will be shown through the month of March.

Newark Library Issues Outstanding Report

A remarkably fine library report was issued for 1942-45 by the Newark Public Library. It is called *The Power of Print* and is of particular interest to Californians, not only for its format and subject matter but because the present librarian of the Newark Public Library is John B. Kaiser, who was librarian in Oakland, California, for sixteen years before going to Newark in 1943. The last report of the library was made in 1941, so the present publication covers four years. It is printed in excellent type and is profusely illustrated with library cartoons from various magazines. The reading matter is live and written in a most colorful manner. Charts and statistical tables present library information graphically and the use of green ink for headings and in other ways throughout the report enlivens the pages to a marked degree. The Library Board and Mr. Kaiser had the assistance of specialists in annual reports and pamphlets in the compiling of this report. It is well worth the attention of anyone who is charged with the responsibility of issuing an annual report for his organization.

Conference On Far East At Occidental College

California College in China on February 1, called a conference on China and Far Eastern Study at Occidental College. This was attended by representatives from the various California universities and those present report that the conference was very worth while since it resulted in an informal survey of such programs in our colleges.

An interesting publication on this subject is "The Stanford University Announces a Program of Pacific-Asiatic-Russian Studies." It was issued by the School of Humanities of Stanford University and those interested can secure a copy of the pamphlet from the University. A mimeographed statement consisting of four pages entitled "Oriental Studies at Claremont" gave to the Conference much information on the work being done along this line at Claremont Colleges.

At the University of California there are 120 courses being given that concern the Far East in its various phases. All other California universities are also showing a great interest in this field.

Book Reviews

From Wheeler Publishing Company

THE RUSH FOR GOLD, by Frank Lee Beals. List Prices: $1.28 (School Edition); $1.75 (Trade Edition). This is one of seven new books that are being published under the title of The American Adventure Series by the Wheeler company, for the purpose of providing a remedial reader replete with action and adventure.

The story is concerned with the adventures of John Bidwell and the first wagon train of American settlers to reach California in 1841. Emphasis is placed on how the discovery of gold in 1848 changed California, and how it started the most stupendous migration in history.

The tale is told in an easy-to-read vocabulary and simple sentences, with a minimum of description and a maximum of action and conversation. Factual material is woven into the story, but only to the extent that is included as a definite part of the narrative.

FUR TRAPPERS OF THE OLD WEST, by A. M. Anderson. List Prices: $1.28 (School Edition); $1.75 (Trade Edition). This book is another title from the American Adventure Series, and follows the same line of organization, and has been written with the same purpose in mind as *The Rush For Gold.*

The story opens in 1822, at which time the only states west of the Mississippi were Missouri and Louisiana. The ensuing tale is how the adventurous trappers followed the beaver streams and unblazed trails into the wilderness in search of pelts, and how they eventually paved the way for the settlers of young America to follow. Here again history and geography are presented to the reader, but only as an intrinsic part of the story.

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REPORT OF STUDENT REACTION TO READER

"Reading-Motivated"—often little more than an academic term—is currently being translated into fresh reality in a Richmond, California, junior high school where students aged 13 to 16, with I Q's ranging from 40 to 60, have been getting acquainted with the new title in the Reading-Motivated Series, "The Adventures of Canolles" by Heffernan, Crenshaw, and Merritt, published by the Harr Wagner Company of San Francisco.

Seldom does a publisher have the opportunity of obtaining truly spontaneous pupil reaction to his texts though it is this simple, straightforward criticism which should be most helpful if books, like all other phases of learning, are to be genuinely "pupil-centered." From some of the Richmond students however, the instructor has obtained a most interesting collection of comments expressing the pupils' reaction to this new remedial reader.

Observing the perception in some of the students' criticism, it is difficult to believe that their I Q's are only 40 to 60. "Emotional factors" must offer the explanation. The pupils have sound psychological reactions though they lack the ability to read with facility.

Most interesting to the publisher is the closeness with which the pupils' criticism of the text corresponds to the publisher's original "blueprint" for the plan of the book. The plan for this, and for the earlier title in the series, "Desert Treasure," is to provide a story exciting enough in its elements of adventure and mystery to compel the interest of the slow reader at 7th and 8th grade level, yet written in an easy 4th grade reading vocabulary to permit the pupil to read with facility. The Richmond pupils' reactions, when their teacher read to the class from a copy of "The Adventures of Canolles," follow. (The comments are unedited.)

(1) "I think its good so far but there way of fighting seems so polite. They get captured think nothing of it and start chatting and laughing as though nothing had happened."

(2) "I liked the story it was very interesting. I liked it best where they didn't know the Man was behind the door (the rest of it was O. K.)"

(3) "I think it is very exciting and I would like you to finish it."

(4) "I like because it was thrilling, exciting adventure, and mystery."

(5) "I don't know much about books, but it sounds like a good book, if you like that kind of books."

(6) "I—I like it very much. II—I liked it because it had adventure in it."

(7) "I like it. And it sounds good, and is very interesting."

How We Elect Our Representatives, a film explaining the functional basis—our voting system—for the United States being the most successful democracy in world history, is now ready for release, according to Coronet Instructional Films Co. The film, which deals with registration, primaries, electioneering, voting, methods of counting ballots, and the overview of the responsibility of voting intelligently to make democracy work, was produced in collaboration with Dr. Jerome G. Kerwin, Professor of Political Science at the University of Chicago. The Coronet Film organization is located at 65 E. South Water Street, Chicago.

One of the numerous full-page illustrations that are included in the reader—THE ADVENTURES OF CANOLLES.

The WESTERN JOURNAL OF EDUCATION

In This Issue:

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Library News

(Left) ROY E. SIMPSON
(Below) AUBREY A. DOUGLASS

The California Superintendent of Public Instruction and His Newly Appointed Associates

(Above) FRANK M. WRIGHT
(Left) RALPH R. FIELDS

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Jottings of a Traveling Bookman

By
W. M. CULP

SCHOOL ADMINISTRATORS' SEVENTY-THIRD CONVENTION

In retrospect the 73rd annual convention of the American Association of School Administrators held at Atlantic City, New Jersey, March 1-6, had the cumulative effect of making the educators of the whole country realize the sameness of current educational problems north and south and east and west. The two years since the end of this last World War have not yet brought any relief from high costs, shortages of supplies of every kind, the inadequate teacher supply, the turmoil over adequate teacher pay, the rising heights of new school house construction, the scramble to find new tax sources to carry on educational systems, the reluctance of younger persons to dedicate themselves to a career of teaching and the problem of increasing enrollments in many areas of the country.

This convention devoted itself to the theme, "Education and the Development of Human and Natural Resources." With some estimated 10,000 persons in attendance, the meetings of the American Association of School Administrators and eight associated groups had scheduled more meetings than any one person could attend, so that selection was left to the individual preferences of each person. The groups meeting during this period with the School Administrators included the American Education Research Association, the Department of Classroom Teachers, the Department of Elementary School Principals, the Department of Rural Education, the National Association of Secondary School Principals, the National Association of State High School Supervisors and Directors, the National Society of the Study of Education, and the National Society of College Teachers of Education. There were numerous breakfasts, luncheons and dinners in addition to attendance at the convention exhibit in Convention Hall, one of the largest ever staged at a national meeting of the American Association of School Administrators.

Taxation Problem

Teacher pay, teacher recruiting, teacher training for an atomic age, and taxation, were the "big four" points of discussion at this convention. Taxation to secure money for a school system adequate to the potentialities of the country as a whole was considered the key to the whole problem. It was stated that the present cost of education is about two and a half per cent of the national income, and that doubling this amount to five per cent would be considered adequate for an educational program of which the country could be proud. A conclusion was that the inequalities of educational opportunity between the several states and the inequalities within each state must be eliminated through an equalization of tax funds. To continue to have education supported solely by a property tax, as in the case of many states, was considered unrealistic as property taxes in many localities have reached the point of diminishing returns. The levy of sales taxes and grants by the Federal government to the states for educational purposes was considered the best of the presented plans. A bill in Congress, sponsored by Robert A. Taft of Ohio, which provides that states appropriating less than forty dollars per child be granted sums enabling them to spend that much per child on education, was thought of as a step in the right direction. However, a proviso, iterated by almost every spokesman, was that Federal control of education was to be avoided.

It was generally agreed that teacher pay, teacher recruiting, and teacher training for an atomic age have a direct bearing on the tax question, and that if money is available and leadership is worthy of its hire the three problems dovetail together and are solved naturally. Mrs. Pearl A. Wanamaker, Washington State Superintendent of Public Instruction, and president of the National Education Association, in a speech titled "The Challenge of Leadership," gave a thorough presentation of the present difficulties. Her paper was one of the best read at the convention as it gave a straightforward account of the present educational dilemma, in which lack of money, lack of prepared personnel, and lack of those training for future educational careers presented a dark future to education in the United States. She also pointed to the bright spots that are emerging, in which states are voting minimum salaries of $2,000 to $2,400 and cities are establishing scales that run from $2,000 to $6,000 for teaching positions. Superintendent Wanamaker called for equal pay for equal educational training. Her most applauded statement was that the teachers were the servants of the whole people and not that of any specific group. As such, she advocated against the profession tying up with any union groups, and called for teacher gains to be achieved through state and national educational organizations. Militant teacher unionism did not receive the appreciation of this convention.

Many Prominent Speakers

The president of the American Association of School Administrators, Henry H. Hill, president of George Peabody College for Teachers, Nashville, Tennessee; the first vice-president, Charles H. Lake, superintendent of schools, Cleveland, Ohio; the second vice-president, W. Frank Warren, superintendent of schools, Durham, N. C.; the executive secretary, Worth Mc-

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
Founded in 1895 by Harr Wagner

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Clure, Washington, D. C.; and the executive committee consisting of John L. Bracken, superintendent of schools, Clayton, Mo.; Irby B. Carruth, superintendent of schools, Waco, Texas; Hobart M. Corning, superintendent of schools, Washington, D. C.; and George E. Roudebush, superintendent of schools, Columbus, O., together concocted an educational symposium that covered the diverse interests of the nation's educators. Big names dominated many of the programs. Mrs. L. W. Hughes, president of the National Congress of Parents and Teachers, was heard in an address on "The Schools Are Ours." Dr. Alexander J. Stoddard, superintendent of schools, Philadelphia, Pa., talked on "Some Firsts in Educational Reconstruction." The colorful "Ballad for Americans" was presented by the Atlantic City High School Choral Groups, accompanied by the Atlantic City High School Orchestra. "The Age of Crisis and Its Impact Upon Education" was the topic of the Honorable Hubert H. Humphrey, Mayor of Minneapolis, Minn. He uttered some pertinent statements as to why teachers were not accorded the esteem and pay that they thought were rightfully theirs. He thought the educational fantasies of the past few years had not, on the whole, made many parents feel that their children were getting much out of education. Political Washington was represented by such men as William Benton, Assistant Secretary of State; J. A. Krug, Secretary of the Interior; and Senator Robert A. Taft.

The American Education Award for 1947 went to James Bryant Conant, president of Harvard University, who in a later meeting gave a brilliant address on "America's Educational Dilemma." The evening program presented by the Associated Exhibitors, was one of the highlights of the whole meeting. John Kieran of "Information, Please," spoke on "Athletics in Education," and a superb program of music was given by Phil Spitalny and his "Hour of Charm" group. Persons in the news were accentuated by having the recent governor of Georgia, the Honorable Ellis G. Arnall, speak on "Whose Country Is This, Anyway?"

A number of Californians appeared on the program. In a discussion on "Schools for a New World—The 1947 Yearbook," under the chairmanship of Claude V. Courter, superintendent of schools, Cincinnati, Ohio, Kenneth Oberholtzer, superintendent of schools, Long Beach, California, gave a "Critical Discussion of the Yearbook." Thomas L. Nelson, superintendent of schools, Berkeley, California, spoke on "Successful Techniques in Promoting the School Bond Referendum" in the sessions concerning "Preparing for the School Building Program." "The Superintendent Looks at Radio" was one of the high-powered meetings. On this panel were Vierling Kersey, superintendent of schools, Los Angeles, California, considering "Radio as an Aid to Public Relations"; Willard E. Goslin, superintendent of schools, Minneapolis, speaking on "Radio as an Aid to Instruction," and John S. Herron, superintendent of schools, Newark, N. J., assaying "The Problems That Face a Superintendent in the Use of Radio." Another provocative discussion session was that devoted to the topic, "Extra Pay for Extra Hours." Curtis E. Warren, superintendent of schools, San Francisco, California, was chairman of this meeting. The case for extra pay for extra hours was presented by Alexander J. Stoddard, superintendent of schools, Philadelphia, Pa., and the case against extra pay for extra hours was given by William R. Odell, superintendent of schools, Oakland, California.

Edwin A. Lee, dean, School of Education, University of California, Los Angeles, California, had a part in the presentation of the "Harvard Report and Education for all American Youth." In a meeting devoted to "New Trends in School Building Construction," Charles D. Gibson, California State Department of Education representative in Los Angeles, California, talked on "Eye Comfort and Efficiency." Curtis E. Warren, superintendent of schools, San Francisco, California, in another meeting, appeared as a participant, discussing the question "Grouping as a Means of Achieving Social Purposes." Vierling Kersey, superintendent of schools, Los Angeles, California, was on another program considering "Spiritual Values in Education." His topic was "Spiritual Values in Education in the Los Angeles City Schools."

The only California County Superintendent of Schools on the program was John S. Carroll, superintendent of schools, San Diego County, California. He led discussion in a meeting considering "The County Superintendent and His Problems." The session devoted to "Financing Adequate Salaries for Teachers" had as one of its authoritative spokesman Roy W. Cloud, executive secretary, California Teachers Association, San Francisco, California. He presented his views on "What Constitutes an Adequate and Sound Salary Schedule for Teachers." Osman R. Hull, Professor of Education, University of Southern California, Los Angeles, California, was a participant in a panel discussion on "School Organization and Administration."

Association's Largest Exhibit

After the lapse of five years the exhibit, held in the Atlantic City Convention Hall under the auspices of the American Association of School Administrators and the National Education Association, in cooperation with the participants and the officers of the Associated Exhibitors, turned out to be the largest exhibit held in the history of the association. Some 284 exhibitors occupied 80,000 square feet of floor space, whose materials and activities were classified into 74 groups. The exhibitors stated their purpose of providing definite and tangible help to the administrators, the principals, the teacher and the board member through the opportunity of meeting for consultation with experts in many fields.

This exhibit was considered the most complete showing of school equipment, classroom tools and teaching aids that could be found at any time or place. Ninety concerns were listed as having to do with published materials for classroom use. Of the Far West only two publishing companies were listed, The Harr Wagner Publishing Company of San Francisco, California, with W. M. Culp in charge, and the Stanford University Press of Stanford, California. Los Angeles was represented by the California Test Bureau with Ethel M. Clark, Dr. Willis W. Clark, Ernest W. Tiegs, Warren M. Hook, John Armstrong, John H. Huges, June C. Duran, and Gertrude Moderow in attendance. Besides the many colorful book exhibits it seemed everything needed for education was on display, from art materials to acoustical products, from athletic equipment to materials for aviation education, from book covers to blackboards, from automobiles and school busses to sound projection instruments. In fact, the Superior Coach Corporation of Lima, Ohio, did have a direct tie-up with sound projection. They presented a motion picture titled "Priceless Cargo," depicting the safe transportation of children from home to school. It is distributed at no cost to school systems in the Far West from Lang-

(Continued on page 15)

Western School News

Edited by MORRIS WAGNER

ASSOCIATE SUPERINTENDENTS ANNOUNCED BY STATE BOARD

The California State Board of Education has announced the appointment of three Associate Superintendents of Public Instruction, as authorized in Initiative Constitutional Amendment 9 at the general election last November. The new officials, who were nominated for the positions by Superintendent of Public Instruction Roy E. Simpson, are Dr. Aubrey A. Douglass, former city superintendent of schools at Modesto; Dr. Ralph R. Fields, former city superintendent of schools at San Jose; and Frank M. Wright, former district superintendent at El Monte.

In announcing the appointments, Superintendent Simpson said, "The propositions affecting public education on the ballot at the last general election gave us the authority to put into effect all major policy modifications recommended in the Strayer report of 1943. The authority to appoint the associate superintendents is of particular importance in permitting the reorganization of the State Department of Education that has long been an administration need."

The three associate superintendents will be assigned to duties within the State Department of Education.

Dr. Douglass will serve as chief of the Division of Teacher Education. This division will include administration of the State Colleges, accreditation, and study and development of the teacher training program.

Dr. Fields will serve as chief of the Division of Instruction. This division will include administration and supervision of State Department of Education programs relating to elementary, secondary, audio-visual, and vocational aspects of public education. Physical and health education, and education for crippled, blind, and deaf children are also included.

Mr. Wright will serve as chief of the Division of Public School Administration, Organization, and Finance. This division will administer the State Department of Education programs relating to apportionments, records, reports, transportation, textbooks, schoolhouse planning, attendance, readjustment education, school lunches, and surplus property, as well as the issuance of credentials.

There will be three other reorganized divisions, which will include a Division of Administration as it relates to the State Department of Education itself. This will be under the immediate direction of the superintendent of public instruction, with the assistance of the deputy superintendent. The Division of Libraries will undergo little change, continuing under the direction of State Librarian Mabel Gillis. The Division of Special Schools and Services will administer the Department's programs relating to the Schools for the Deaf and the Blind, workshops for the blind, the Maritime Academy, and the Bureau of Vocational Rehabilitation. A chief for this latter division is expected to be appointed through civil service procedures. George E. Hogan will continue at his post of deputy superintendent of public instruction.

THE NEW SUPERINTENDENTS

DR. RALPH R. FIELDS entered the educational field as a high school teacher in Phoenix, Arizona, in 1930, following his graduation from the University of Arizona. In 1934 he was advanced to the post of assistant director of research and guidance for the school. He came to California shortly after and received his M.A. at Stanford University. He spent the following two years doing full-time graduate work at the university, and then accepted the position as secretary to the Santa Barbara Curriculum Study.

In 1938 he returned to Stanford as assistant professor in the teacher training program. He received his doctorate from the university in 1940.

In 1942 he left Stanford to take over the post of Curriculum Director of the San Jose City Schools. He was made assistant superintendent of schools in 1942 and in 1945 advanced to superintendent. He was serving in that capacity, and as a member of the State Curriculum Commission, when he received his present appointment.

FRANK M. WRIGHT leaves his post of district superintendent of El Monte after twenty-four years as an educator in the Southern California area. He came to El Monte in 1923 as an instructor in science and physical education. Two years later he received the appointment as superintendent, which he held until this year.

Superintendent Wright graduated from Whittier College where he received his B.A. degree and teaching credentials. He also holds a Master's degree from the University of Southern California, where he has done extensive graduate work.

For a number of years he has been active in numerous educational organizations in California, and is a past president of both the Association of California Public School Superintendents and the Los Angeles County School Administrators' Association. He is also a member of the Council of Education of the California Teachers' Association, chairman of the council's finance committee, and a member of the state-wide apportionment committee which drafted Assembly Bill 2120, proposed legislation to make the terms of State Proposition 3 (the teachers' salary measure) effective.

DR. AUBREY A. DOUGLASS began his teaching career in Kansas in 1910 as a high school instructor, and since then he has taught elementary grades, high school and college classes. He holds a B.A. from Kansas State Teachers College, and an M.A. and Ph.D from Clark University in Worcester, Massachusetts.

During World War I he served as a lieutenant in the army, and at the conclusion of hostilities was adjutant of the student army training corps at the University of Alabama. After his discharge, he went to Washington State College in Pullman, Washington, as an assistant professor of education. He remained there until 1924, then became associated with Harvard University Graduate School as a lecturer in education, where he remained until 1926. In that year he joined the staff of Pomona College in California. He was serving as head of the department of education in the Claremont College Graduate School when he was appointed chief of the Division of Secondary Education of the California State Department of Education in 1935. In 1938 he became assistant superintendent of public instruction, and in 1943 left the State Department to take the position of City Superintendent of Schools at Modesto, California. He remained in that capacity until he received his present appointment.

Dr. Douglass includes in his published works, *The Junior High School* (1917), *Secondary Education* (1927), and the

American School System (1934). His *Modern Secondary Education* (1938), has an armed force printing of 35,000 for use in education courses in the service.

NEW SUPERINTENDENT OF EL MONTE DISTRICT

Byron E. Thompson assumed the duties of superintendent of schools of the El Monte (California) School District this month, stepping into the vacancy created by the former superintendent, Frank M. Wright, who has accepted the position of associate superintendent of instruction, California State Department of Education.

Superintendent Thompson first became associated with the El Monte School District in 1933 as an elementary school instructor, and has been serving in the district since then with the exception of a two and a half year period during the war, when he was in the United States Navy. In 1937 he was advanced from the teaching ranks to the post of administrative assistant. He was made assistant superintendent in 1943, and was serving in that capacity when he received his present appointment.

Mr. Thompson is a graduate of the University of Redlands, and has taken graduate work at the University of Southern California. He is active in civic affairs as a member of the Masonic Lodge of El Monte, the Lions Club, and is at present serving on the local district Boy Scout Committee.

Paul Howard, former Assistant of Education for the El Monte Elementary School District, has been promoted to fill the vacant assistant superintendent post. He has been employed by the district since 1939, serving as a teacher, principal, and an assistant director of education. He is a graduate of the University of Utah, and has taken extended work at the University of California and the University of Southern California.

NIX IS NEW DEAN OF GUIDANCE AT GLENDALE

Dr. Edward Nix, formerly Coordinator of Secondary Education in the office of the Superintendent of Kern County schools, assumed the duties of Dean of Guidance at Glendale College on March 17.

During his stay in the Kern County department, Dr. Nix received credit for the development of a number of noteworthy projects which he sponsored and developed. In his first year as coordinator he organized and conducted guidance clinics for pupil adjustment in four high schools. The following year, in conjunction with eight other local citizens, he initiated a central guidance clinic. He was also instrumental in organizing the testing program and test record system for Tehachapi Institution for Women as a part of the adult education program at Tehachapi High School, and for organizing and conducting extension courses given by Fresno State College in the Bakersfield area.

Before coming to Kern County, Dr. Nix was connected with the Eureka, California, school system, and served as a teacher in a junior high and senior high school, and later as a junior high principal. He attended Stanford and received his doctorate in 1944.

He is the author of numerous magazine articles, including "Legal Status of the Junior College," "Development of a County Guidance System," "Factors in Teacher Success" and "Let's Say What We Mean." He has also authored a 174-page monograph entitled "Foundations and Aspects of Guidance in the Classroom," issued by the Superintendent of Kern County Schools.

FORMER EDUCATOR APPOINTED CED CHAIRMAN

Colonel Alexander R. Heron, vice-president of the Crown Zellerbach Corporation (in charge of Industrial and Public Relations), has been appointed Northern California chairman of the Committee for Economic Development, was the announcement made recently by Walter Fuller, president of the Curtis Publishing Company, and chairman of the CED national information committee.

Colonel Heron, a former member of the California State Department of Education, is a well-known figure in the educational field. As deputy director of education for the State of California from 1921 until 1925, he was responsible for the administration of state colleges and special schools and for finances of the California public school system. In 1923 he served as acting president of San Jose State College.

Since 1940, Colonel Heron has been a consulting professor of industrial relations at Stanford University. He has also done some lecturing at Princeton, University of Michigan, University of Vermont, and at Reed College.

During the war he served with the U. S. Army as chief of civilian personnel for the Army Services Forces and later as director of operations of the War Department Manpower Board.

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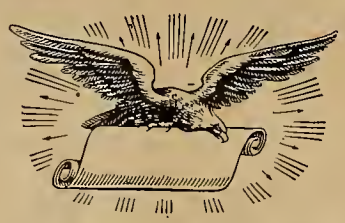

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INTERCULTURAL EDUCATION WORKSHOP AT U. S. C.

The University of Southern California announces its second summer Workshop in Intercultural Education from June 23 to August 1. The staff will include Dr. Harvey S. Locke, sociologist; Dr. Tanner G. Duckrey, Negro educator, Philadelphia public schools; Mrs. Sybil Richardson, psychologist, Los Angeles County schools; Mrs. Afton Nance, supervisor, Riverside County schools; Mrs. Beatrice Krone, music education; Dr. Glen Lukens, art education, University of Southern California. Mrs. Jane Hood, coordinator, Los Angeles city public schools and the University of Southern California, will direct the Workshop.

The Workshop carries six units of graduate credit, and includes a lecture series, Sociology 192, entitled *Racial and Cultural Tensions in America.* The Workshop activities will center about the individual and group problems of the members. Resource leaders from the university staff and the community will serve when needed.

Only through early application can the staff provide maximum assistance to each individual member. Membership in the Workshop is limited to forty. Application should be made to Mrs. Jane Hood, School of Education, University of Southern California, Los Angeles 7, California, not later than May 15.

EELLS APPOINTED TO JAPAN ADVISORY POST

Dr. Walter Crosley Eells has reported to General MacArthur's headquarters in Tokyo to assume the duties of Chief Advisor on Higher Education for Japan, following his appointment to that position by the War Department on March 4. His appointment is for a minimum of two years.

Dr. Eells embarks upon his new assignment with forty years of experience as an educator. He began his teaching career in 1908 in Washington, after graduating from Whitman College, serving as a high school instructor. He received his M.A. from the University of Chicago in 1911 and returned to the State of Washington to join the faculty of Whitworth College.

In 1913 he became associated with the U. S. Naval Academy as an instructor in mathematics and mechanics. In 1916 he was on the summer faculty of Harvard University, and then returned to Whitman College where he was a professor of applied mathematics until 1927. In that year he joined the teaching staff at Stanford University as a professor of education.

He remained at Stanford until 1938. In 1939 he was a professor at the University of California summer school. The following three years he served on the staffs of the summer schools at the University of Colorado, Boston University, and the University of Texas.

After the conclusion of hostilities in Europe, Dr. Eells was appointed educational instructor in the American Army University Study Center at Florence, Italy. He left this position in November, 1945, to go to Washington, D. C., to assume the duties of chief of the Foreign Educational Division of the Veterans' Administration. In this position his major responsibility was for investigation and recommendation of 1200 educational institutions in 70 foreign countries, in which veterans intended to study under the G.I. Bill of Rights. He was transferred from this job for his Tokyo assignment.

W. Earl Whitaker, who assumed the office of Director of Curriculum of Redwood City Elementary Schools when the position was created in that city in July, 1946, is proving that this post is a worthy addition to the educational administration of a city school system.

Mr. Whitaker took over the position with a wealth of experience as an educator in the Redwood City school system, an association he began seventeen years ago. Since then he has spent seven years as a teacher and nine years as a principal in the Redwood City schools. He is a graduate of San Jose State College, and has done extensive graduate work at both Stanford and the University of Southern California. He received his Master of Science in Education degree from the latter school in 1945.

"Education Makes Our Freedom More Secure" is the title of a booklet, published recently by the American Seating Company, which outlines the importance of education to the national welfare. Free copies can be obtained of this booklet, which also contains numerous quotations on education by famous writers, statesmen, and others, by writing to the Advertising Department of the American Seating Company, Ninth and Broadway, Grand Rapids 2, Michigan.

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CALIFORNIA GOES TO BAVARIA

By Dr. Charles J. Falk

The Land of Bavaria (which comprised about one-half of the American Zone, Germany) and the State of California have much in common. Both of these states are garden spots. Both have their picturesque mountains and lakes, their rich agricultural lands and forests, and their interesting towns and cities. Invariably, the Bavarian pronounces the name of California with a quiet reverence. To him California means beauty, richness, and an unusually mild climate.

When he thinks of schools and education, the Bavarian likewise is overawed by what he has recently heard of California schools. He is amazed by the enrollment in our universities, by the fact that most young Californians go to full-time day schools until they are eighteen years old, and by the thought that there is a common elementary and high school for all the children of all the people. He is astounded by what he hears of new and single-storied elementary school buildings with extensive playgrounds. But he is saddened by the lack of Greek and Latin in our high schools, for he is strong for tradition and traditional subjects.

California educators in Germany also have their moments of amazement. Photographs of the once marvelously equipped trade and vocational schools, present examples of the skill of expert workmen, and the obvious respect and love of education on the part of Germans, young and old, are all noted with interest. But the Bavarian in the eyes of a California educator, is an expert, a technician, an idealist, a perfectionist, and a traditionalist. He is not an individualist, not a fearlessly independent citizen. His schools have made him what he is; they have failed to make him what he might have been when Hitler appeared in Munich.

Among the California educators who have made these observations while in Germany, we should first mention Dr. George Geyer, who has now returned to California in the capacity of State and Regional Survey Director. Before V-E Day it was men like Lt. Col. Geyer, and Col. Percival on the British side, who laid the foundation of the program of reorientation of German education. The influence of Dr. Geyer's work is still very much in evidence in Bavaria and in Germany.

Bavarian children waiting outside the door of a badly battered elementary school for another class to leave. "Double Sessions" are necessary as most of the country's schools were either totally or partly demolished during the war.

ABOUT THE AUTHOR

Dr. Charles J. Falk, author of the article appearing on this page, is now in Europe serving in the capacity of Chief of the Secondary Education Section of the Education Branch of the Office of Military Government for Bavaria. He is on a two-year leave of absence from his position of curriculum coordinator and assistant to the superintendent of schools in San Diego, California. Dr. Falk has been associated with the San Diego school system since 1934. Before entering the superintendent's office, he served as a high school teacher, supervisor of social-civic forum and Americanization, evening high school principal, and as dean of the San Diego evening junior college. From 1941 to 1946 he was also a special lecturer in secondary education, educational philosophy, and school administration at Claremont College.

Dr. Clifton C. Winn, former Superintendent of Schools in Pomona, is another Californian who is having an influence upon the Bavarian Ministry of Education and upon Bavarian schools in his capacity of Deputy Chief of the Education and Religious Affairs Branch of the Office of Military Government for Bavaria. Dr. Winn is a Pomona College graduate, and he has his doctor's degree from Harvard. During the war, he served as an officer in the U. S. Navy.

Mr. Emil O. Toews, on leave of absence from the Santa Monica City Schools, is the specialist in vocational and continuation education in the Education Branch in Bavaria. Mr. Toews, Director of the Santa Monica Technical School, is an expert in German language and philology, and an ardent student of the works and contributions of the late Dr. Georg Kerschensteiner. Dr. Kerschensteiner served as Superintendent of Schools in Munich for twenty-five years beginning in 1895 and is known as the "John Dewey of German Education." The widow of Dr. Kerschensteiner has been of great assistance to Mr. Toews in bringing her husband's work together. Mr. Toews has a keen insight into German education and the vocational school program, whose foundation he hopes to assist in broadening. Mr. Toews is a U. C. L. A. man.

Captain Richard N. Meyer, now "civilianized," is a native of San Francisco, who has Bachelor's and Master's degrees

from the University of California, and now is Specialist in Adult Education in the Secondary Education Section. Social-civic forums and discussion groups in evening schools are Captain Meyer's first interest. He has been promoting discussions between Germans and Americans on all matters that pertain to democracy, citizen-

Dr. Charles Falk with Dr. Marian Edman, a fellow member of the United States Education delegation in Bavaria.

ship, and freedom. However, the whole plan of Volkshochschulen (People's High Schools) with courses in all fields of adult education, are under his supervision. Mr. Meyer got part of his early education at the Oberrealschule, Freiburg, Germany.

While California has the largest single contingent in the Education Branch in Bavaria—a fact that causes Californians to be subject to a fair amount of friendly "ribbing"—other states have their influence. The Branch Chief, Dr. Walter Bergman, and the Elementary Education Section Chief, Dr. Marian Edman, are from Detroit, Michigan. Currently Dr. Margaret Koopman, professor of social science at Central Michigan College of Education, is in Bavaria to further the social studies on the curriculum in German schools. Dr. Koopman was consultant in the Progressive Education Workshops at Claremont Colleges in the late 30's and summer school professor at Mills College.

Washington, Oklahoma (Tulsa), Pennsylvania, New York, and New England are also represented in Bavaria. Peabody College, Nashville, Tennessee, has sent its expert geographer, Dr. Russell Whitaker, to Bavaria on a special assignment. Dr. Keith Tyler, of Ohio State University and national president of the Association for Education by Radio, is also in Bavaria working with the writer at Radio Munich. These are the workers and now about their vineyard.

Bavaria currently has a population of 8,988,000 people with about 1,500,000 children in schools, elementary and secondary. The past winter was a hard one. Many schools were closed in January and February because of lack of coal. The teacher pupil ratio has averaged 1 to 87 in elementary schools. There is a great dearth of buildings, books, teaching aids, and all kinds of school supplies. Munich, in particular, has had to pay heavily for having been "Die Hauptstadt der Bewegung"—the capital city of National Socialism.

It is the hope of Californians in Bavaria, not so much to transplant the California or American system of education in Bavaria, but rather to see that the basic principles of democratic thinking and of forward-looking education permeate the minds and hearts of the Bavarian teacher and educator. Once these people are deeply devoted to such high principles, they will find the way to build Bavarian schools that will serve as great citadels for the protection of a people against other "leaders" and dictators. In a sense, this is merely a way of protecting a people against themselves, and Germany needs such protection.

In the end, the German people themselves will have to build their schools, their philosophy of education and their curriculum. Nothing short of this would be a permanent solution to Germany's problem. Nothing short of this would last long. American military government educational experts are in Germany to encourage a new frame of mind. To reach this end takes time. These experts hope that they will have the backing of the American people.

Californians in Bavaria expect the backing of California. After all both lands are "dream lands." If both peoples can dream the same dreams of freedom, democracy, and a peaceful world of tomorrow, then there is hope. The real hope, however, is in the children, for children dream so easily. We want the Bavarian children to have a chance, even as young Californians have a chance to build a better and more democratic world.

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Book Reviews

From Scott, Foresman and Company

PATHS AND PATHFINDERS, by W. S. Gray, R. C. Pooley, and F. G. Walcott. (528 pages.) List price, $1.64.

WONDERS AND WORKERS, by W. S. Gray, R. C. Pooley, and F. G. Walcott. (544 pages.) List price, $1.68.

Here are two new readers, for 7th and 8th grade students, that offer a well balanced selection of modern and classic, prose and poetry, stories and articles, that should appeal to most adolescent readers. Both books are divided into eight general headings, carrying such titles as "Living in America Today," "Builders of America," "Wonder Workers," "Good Stories of Imagination," "The Outdoor World," "Heroes of Service," and "Familiar Favorites by Master Writers." Dickens, Browning, Swift, Whitman, Sandburg, Benet, Masefield, Irving, Untermeyer, and Frost are just a few of the fine collection of contemporary and classical authors that are introduced to students.

The books are attractively bound and contain a generous portion of illustrations. Both black and white prints and four-colored pictures are included. The type is large and readable.

At present there is a Teachers' Edition of PATHS AND PATHFINDERS available, containing 288 pages of guidebook material, and a Teachers' Edition of WONDERS AND WORKERS in preparation. THINK AND DO (workbook) by W. S. Gray, R. C. Pooley, and F. G. Walcott. List price, $.48. This is a 96-page workbook that accompanies PATHS AND PATHFINDERS. It serves not only as a check on the reading skill of the student, but should be of value in extending the ideas, aims, and skills developed in connection with the reading of the various units in the basic reader.

A THINK AND DO BOOK to accompany WONDERS AND WORKERS is in preparation and will be available in the fall.

From D. C. Heath and Company

GENERAL AMERICAN SPEECH SOUNDS, by Grace Barnes. List price, $1.80.

This new text for junior and senior high schools offers a simple presentation of the forty-three sounds of General American Speech, and how to use them. It is arranged in three parts—for younger students, beginning in speech; for advanced students or those desiring more complete understanding; and for teachers—aimed at making the learning and teaching as easy and convenient as possible.

Stress is placed on the fact that most authorities do not recognize a standard speech, but that the author is striving to present the most widely accepted examples of good speech, that of the radio and motion pictures, which is completely understandable wherever English is spoken. Diagrams and pictures are used extensively in the book to more clearly demonstrate the author's examples.

From the Arthur H. Clark Company

FRANCISCAN EXPLORATION IN CALIFORNIA, by Herbert I. Priestley. Edited by Lillian E. Fisher. List price, $5.00.

The story is told here of the part played by the missionaries of the Order of St. Francis in the temporal and spiritual conquest of California by the 18th century Spaniards. Professor Priestley begins the narrative with a brief account of the historical background of the occupation of California in 1769. He continues with a detailed description of the actual explorations that preceded the establishment of the chain of missions along the California coast.

Evidence of the contribution which the Franciscan Fathers made to geographical knowledge of upper California is clearly shown by Professor Priestley. He also traces the origin of familiar California names and places to the explorations of these same Fathers. Also included in the book is much valuable ethnological information concerning the habitat, character, and customs of California Indians encountered in those early days.

The task of completing the manuscript was given to Dr. Lillian Fisher following the untimely death of Dr. Priestley. At the time he was serving as Director of the Bancroft Library and Professor of Mexican History at the University of California. He leaves behind him a reputation as one of the most noted scholars in the field of Hispanic American history.

Dr. Fisher, who was his first student to be awarded the degree of Doctor of Philosophy, through her close association with Dr. Priestley and with sixteen years of experience as a professor of history, is

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eminently fitted to carry on his work. Along with her teaching experience, Dr. Fisher has been prominent in the American Historical Association and served as secretary of the conference on Latin-American history of the organization for five years. She is also the author of numerous published works including VICEREGAL ADMINISTRATION IN THE SPANISH AMERICAN COLONIES, THE INTENDANT SYSTEM IN SPANISH AMERICA, and THE BACKGROUND OF THE REVOLUTION FOR MEXICAN INDEPENDENCE.

The book is beautifully designed, with an attractive type page that features wide margins and a pleasing type style. The initial page of each chapter has a headbolt illustration done by Frederic W. Corson of the American Crayon Company. The details in these beautiful, small drawings are characterized by absolute historical accuracy, and the figures of the Indians are particularly impressive in their adherence to the true form of the California Indian. Mr. Corson is known to Pacific Coast school people as a representative of the American Crayon Company, but few know of his added ability as an exceptionally fine book illustrator.

The Arthur H. Clark Company, publishers of the book reviewed, consider the volume another milestone in the publication of important source works in American history, the special field in which they have worked. Publisher Clark, who has guided the company for sixty years, points out other achievements in this field: JESUIT RELATIONS AND ALLIED DOCUMENTS, edited by Dr. Reuben G. Thwaites, 73 volumes; THE PHILIPPINE ISLANDS, 1493-1898, EXPLORATIONS BY EARLY NAVIGATORS, 55 volumes; the EARLY WESTERN TRAVEL series, edited by Dr. Reuben G. Thwaites, 32 volumes; and DOCUMENTARY HISTORY OF AMERICAN INDUSTRIAL SOCIETY, 1649-1880. These, he adds, are just a few of the important works of reference that the company has had the privilege of publishing.

The University Extension Division of the University of California has announced that a three-week institute in natural science education will be conducted at Santa Barbara College, from August 4 to 22. The role of natural science in education is the integrating theme of the institute.

Further information is available by writing to the Institute of Natural Science, Santa Barbara College, California.

From Wilcox & Follett Company

FAVORITE FAIRY TALES FROM ANDERSEN retold by Marie Holz.

List Price, $1.00.

While keeping faithfully to the original concepts of these well-loved tales as told by Hans Christian Andersen, Miss Holz adds further charm to the stories by softening some of the details which have been so often objected to by modern mothers and educators. Excellent illustrations by Sharon Stearns lend added vividness to the retelling of these old favorites which include "Thumbelina," "The Nightingale," "The Tinder Box," "Hans Clodhopper," "The Flying Truck," "The Real Princess," and "The Emperor's New Clothes."

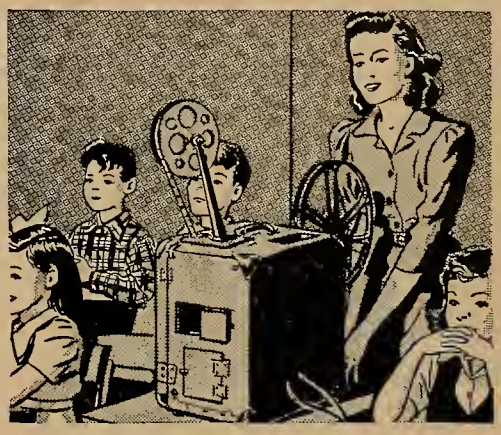
For a long time fairy stories did not sell. The feeling was that they were old fashioned, and that stories for children should be related to everyday things. Lately however, there has been a return to the old well-loved tales of past generations. As there are a great many educators not reconciled to the trend, Miss Holz feels that fairy tales should be judiciously picked and told to spare children the truly grotesque. This she has tried to do in the selecting and tempering procedure she has used.

Miss Holz had had the feeling for a long time that she would like to write a book combining the child's value of the spiritual and the real. She believes that in a child's mind the real and the ethereal are very close. She also feels that many juvenile publishers today recognize the need for developing certain spiritual values in children's books.

The author had been working at Wilcox Follett as personnel director for several years and could not resist sticking her finger in the editorial pie. Mr. Follett, president of the company, and well known for his ability to discover latent abilities in his associates, observed Miss Holz's interest in the various phases of the publishing business and gave her the opportunity to try her hand as a reader. In the course of reading other people's manuscripts of fairy tale collections, Miss Holz developed a vast dissatisfaction with them all and declared to Mr. Follett, "This is no way to tell a fairy tale!" After hearing her criticism, Mr. Follett suggested she write one herself. Result is the retold Andersen tales.

At a special election, held last month at Santa Rosa, California, voters approved a $725,000 municipal bond issue for a comprehensive school expansion program. Balloting was more than two to one in favor of the expenditure.

Included in the program is a new district junior high school, two new grammar schools, and the transfer of grammar school teaching from one school to the present junior high.



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Library News

Edited by MABEL R. GILLIS, State Librarian

BRANCH BUILDING PROGRAM FOR LOS ANGELES COUNTY PUBLIC LIBRARY

By John D. Henderson, *Librarian*
Los Angeles County Public Library
Los Angeles, California

Establishing of service outlets in the large and complex area within the jurisdiction of the Los Angeles County Public Library is the subject of a special study now being made by the County's Bureau of Administrative Research. This investigation will analyze all branches now in operation in relation to the population served; it will include analyses of growth and density of future population, upon which will be based a long-range plan of branch development. One of the chief objectives of the study is to determine present and future service area boundaries. By service area is meant the geographical reach and limits of the branch's effective operation. This will vary in size and shape according to such local factors as topography, shopping centers, distance from schools, highway crossings, and flow of traffic.

The data regarding present and future population will be provided by the Regional Planning Commission of Los Angeles County. The Commission will cooperate in the study, since one of its important functions is the estimating of population growth and the preparing of coordinated building projects for all County Departments whose services involve field operations. The study will present, first, the Library's present situation on a population map showing the location of branches, and the population density in areas now served. It will also bring out areas where branches are not readily accessible.

From these data the effectiveness of present branch locations and facilities will be brought to light, and then there will be developed a standard or formula which can be applied in any population density. This will show the type of service outlet that should be provided—permanent county-owned building, rented quarters, or bookmobile—and the relation of branch location, book stock, hours open, registration of local residents, circulation, reference service, and use of the reading room. In other words, it is hoped to bring out the essential factors relating population served to facilities provided and effective operation.

Following the analysis of current conditions, a map will be prepared showing the predicted population distribution ten years hence. A study of the second map will serve as a guide in the planning of branch buildings, as well as bookmobiles. In addition to population distribution, the maps will include topographical features that must be considered in this problem of branch location.

Compton Branch Library is typical of the many branch public libraries that have been established to serve the people of Los Angeles County.

Present Facilities Considered

A further consideration entails facilities now provided by independent city-operated branches. With the continuing of the reciprocal service agreement between the City of Los Angeles and the County of Los Angeles, a coordinated development of branch facilities can be planned that will eliminate duplication in the fringe areas.

The study will also include an analysis of the revenue, by school districts, derived from all parts of the county served by the County Public Library. This will be related to expenditures in each service area. The school district is taken as the unit of local revenue because assessments and tax revenues are computed on this basis. This information is published annually by the county auditor in the *Taxpayers' Guide*. Service areas will rarely follow school district boundaries; they will more often represent combinations of parts of school districts. The study will reveal cost data concerning the operation of the central unit, as well as the direct expenditures made at each branch. The need for this information is pressing in an organization which features economy of operation. While overall economy is an indisputable fact, it is essential to have it supported by data and precise figures.

Field service as now operating will be studied, as well as analyses of population data and other information applying to the branches now established. A card has been prepared for each branch, giving the present square footage provided with an estimate of the amount of square footage needed, if the present is inadequate. A statement covering the nature of the occupancy—lease, month-to-month rental, or free — together with a brief characterization of the location and features of the branch and locality; also, the schedule, and the expenditures for staff, janitor, and rent, are included. To these data will be added the figures for circulation and registration. The cards will be grouped according to area, and will be used in locating the branches on the population map.

Classification of Branches

The branches will be grouped in other ways for purposes of classification. For example, tabulations will be prepared showing branches in rank order according to man-hours open, adult and juvenile circulation, adult and juvenile registration and book stock, circulation per adult and juvenile borrower, and local expenditure per volume circulated.

From these several tabulations, the comparative standing of each branch will be revealed and interpreted in the light of

local conditions. Each branch will be shown in its total situation: in what respects it can be compared to other branches and classified with them, and in what respects it is unique. From this information, policy decisions will be more easily determined in regard to the location of branches and the amount of service that they can be expected to render. The data should point to what can be characterized as the ideal location of branches, those most economically operated and providing professionally adequate service, as well as problem branches. It is expected that instances will be brought to light of branches operating at costs out of line with the general average.

This will lead to considerations either of eliminating the branch or of instituting bookmobile service, deposit collections, or possibly mail order service. As the study approaches conclusion, it will be evident that in some places bookmobiles can operate more effectively than permanent branches.

In adjusting present conditions of service to predicted population, recommendations will be made that on the one hand, service areas be consolidated; and on the other, that areas be broken up. An unpredictable and ever present factor in the locating of branch libraries is the increase and shifting of population. This, combined with the problem of rising rents and the frequency of evictions, has been one of the most disturbing problems in administering the service over a large area.

In the last twenty years (since 1924), it has been necessary to move 172 branches to new locations. The peak year for this activity was 1927-28 when 21 branches were moved. This was a year of general building impetus; the population was increasing rapidly and library facilities had to be extended. Five branches moved into new quarters, 16 had to be relocated in larger quarters, and 3 continued in the same location but had their quarters enlarged. In the past, it has been advisable to avoid permanent branch buildings because of the unstable housing condition. The Bureau of Administrative Research study aims to bring to light data that will serve as a guide in regard to housing policy. Recommendations will be made covering optimum conditions of service and showing which branches in the system are now operating at maximum effectiveness. Comparisons will be made with branches that are handicapped, with explanations of the difficulties under which they are carrying on. The recommendations will cover relocation of branches, the establishing of new branches, and even the discontinuing of branches now proved to be uneconomical. The recommendations will cover such matters as locations for permanent branch buildings, and the areas in which branches should be leased or rented.

Bookmobiles to Be Considered

Out of this will come recommendations for areas to be served by bookmobiles, with suggested itinerary, schedule, and estimate of staff and operating costs. Other factors that will be considered in the establishment or relocation of branches are: the contemplated branch civic centers, under which plan several county departments will combine in setting up field offices; the possibility of annexation or incorporation in the areas being studied; and the providing of buildings by the municipalities served by the County Public Library. It is hoped that the study will provide the basis for the County Library's part in the long-range Capital Project Ex-

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penditure Program, which the county government is instituting for all county departments.

Unquestionably, the data when assembled, will disclose a large number of centers that should have permanent branch buildings. These will be constructed with funds appropriated in the County Library budget. It is planned to set aside a definite appropriation each year for building purposes. The branch library buildings will match the other structures when they are located in civic centers. These, for the greater part, will be of poured concrete. Elsewhere, the buildings will be frame stucco construction, of design to last approximately 25 years, and capable of easy expansion. The buildings will be simple in design and economical in construction. Each will have display windows on either side of the entrance, which open from the inside. Otherwise, no innovations are contemplated.

Under the building program it should be possible to construct one or two branches a year following the stabilizing of building conditions. Meanwhile, a building appropriation is accumulating in the County Library Fund. The Los Angeles County Public Library now pays rent for 41 branches, including central headquarters. This is a large item in the budget, which it is hoped can be reduced by means of a long-range program.

An extremely successful plan of providing branch quarters, which had to be abandoned during the war, was the entering into a lease with a private investor. Examples of this plan are at View Park, Florence, Graham, La Crescenta, and the building now in progress at San Antonio. The lease is for a long term and insures to the owner a fair return on his investment. The buildings are so designed that they can be readily adapted to commercial or residential purposes, should the library require other quarters upon the termination of the lease. In the cities served by the County Public Library, the policy is urged of their providing quarters and maintenance at their own expense. This has been accomplished at Compton, Claremont, Inglewood (2 branches), Monterey Park, Montebello, Torrance, and by the Altadena Library District where there are two branches.

Regional Supervisory Centers

It is expected that the assembled data will point to definite areas where decentralized administration will make for greater economy and a more effective service. It is believed that full control from Central has now reached its maximum efficiency, and that a second level of administrative authority is now needed in the form of regional supervisory centers. Such a plan has long been in successful operation in the Antelope Valley. Developments now indicate similar possibilities in other parts of the county. The study described should reveal rather definitely the strategic centers for the establishment of regional supervision.

Professional literature offers little on administrative costs in large-area operations. The study under way should provide some measurable standards and data by which such costs can be determined. While the study's findings will be applicable primarily to Los Angeles County, it is hoped that the method employed and the yardsticks produced will prove useful elsewhere.

COLUMBIA'S OLD RED SCHOOLHOUSE

By Ruth Teiser

Up in the foothills of Tuolumne County, in California's Mother Lode, oldtimers were inclined to be busier mining gold than providing education for the young. Hell-roaring Columbia, which sprang into full-fledged existence in a few months after discovery of gold there in 1850, took ten years to build a public school. Private and parochial schools there were—and agitation for a public institution. But not until November of 1860 was the big old red brick schoolhouse completed.

The local newspaper's poet celebrated the town's educational resources in his 1861 New Year's Day doggerel address to the people:

"You have schools, and what a blessing,
it must be to see progressing
In the city all the scholars, in the studies
they pursue—
Proud are you to watch them sitting most
industriously fitting
Minds of theirs to fill the stations, which
are occupied by you."

The two-story red brick schoolhouse, when finally built, was built well. It was used hard and long from the day of its opening in 1860 until the 1930's. It still stands sturdily today, high on a hill commanding the town. Its original function has been taken over by a modern building, but there are plans for its future use. The California State Park Commission is restoring the old town as a living monument of the pioneer days of the West, and the schoolhouse may become an art center.

A student's life in the red brick school is reflected in two papers recently acquired by the Columbia Historic Park Association. One is a report card for the year 1874-5. It shows that young John Conlin, "3rd Div. 1st Grade," got through the whole school year with only one mark for tardiness. Grades as we know them were not given. Instead, students were ranked as they stood compared to other members of their class. John's class fluctuated in number from 11 to 22, and his standing from second to third. This was based on an elaborate system of percentages which today's school teacher, better educated as she is, would have a hard time working out.

A sheet headed "Examination Questions, Tuolumne County, May, 1892," shows what scholars (they were always called scholars, not students) of that day had to know. Which grade had to master which questions is not specified, but all apply to primary school. Under "Oral Grammar," for instance, was: "Name the tenses of the Potential Mode?" (The question mark is unexplained.) Under "Book Keeping. (S.E.)" is the demand that the harried child "Define Insolvency, Certified Check, Balance, Bills Rec., Acceptance, Negotiable, Liabilities, Due Bill."

Under "Philosophy" there occurs not only the request for a definition of specific gravity, but also the following superficially incomprehensible question: "In what two ways does fiction oppose motion?" It would perhaps have been better if the printer who set up Tuolumne County's question sheet that year had gone through the curriculum at Columbia's red brick schoolhouse, and learned the difference between fiction and friction.

The National Association for Nursery Education has announced, that for the first time, they are planning a biennial conference on the Pacific Coast. The meeting will be held from August 27 to 29 at the Frederic Burk School on the San Francisco State College campus in San Francisco. All inquiries concerning the conference should be addressed to Mrs. Helen Marchand, San Francisco State College.

Jottings of a Traveling Bookman

(Continued from page 4)

lois Bros., 717 South San Pedro Street, Los Angeles, California. Furniture, janitor supplies, fire alarm systems, cameras, hearing aid devices, laboratory apparatus and supplies, printing equipment, pencils and pens, paints, and office equipment all made for a most notable exhibit.

California Delegation Meeting

The California Breakfast held Monday morning, March 3, at the Ambassador Hotel, was an outstanding event with 154 present. Walter T. Helms, superintendent of schools, Richmond, California, was toastmaster. Responding with remarks was Joseph Marr Gwinn, former city superintendent of schools of San Francisco, who had been honored previously at a general session by the presentation of an Honorary Life Membership in the American Association of School Administrators. He was on his way back to California after a four months visit in Florida. Roy E. Simpson, state superintendent of public instruction for California, also gave some apt comments. Roy W. Cloud, executive secretary, California Teachers Association, was given an ovation on the announcement of his coming retirement from the position he has held so ably for so many years.

Of far western cities, Los Angeles was first in sending persons to the Atlantic City Convention. Headed by Superintendent Vierling Kersey, the delegates were J. Paul Elliot, president of the Los Angeles Board of Education; G. W. Montgomery, assistant superintendent of city schools; Mrs. Ernestine Mannatt, assistant superintendent of city schools; Miss Ida Coleman, president of the Los Angeles City Elementary Principals Club; Mrs. Amanda Bonnell, president of the Los Angeles Elementary Teachers Club (whose 4,000 members make it one of the largest local teachers clubs in the United States), and Alvin Vandermast, president of the Affiliated Teachers' Club.

California Bookmen at the meeting in Atlantic City included John H. Beers, Macmillan Company; William B. Ryan, Allyn & Bacon; E. C. Dudley, Lyons & Carnahan; Ray H. Loomis, Houghton Mifflin; B. Ray Morris, John C. Winston; A. K. Allen, Houghton Mifflin; George T. Babcock, D. C. Heath & Co.; Edgar M. Wilson, D. C. Heath & Co.; and W. M. Culp, Harr Wagner Publishing Company.

Following are several comments on what is the biggest problem facing public education in America today, taken from *The Gist* of the recent Atlantic City meeting.

J. Edgar Hoover, director, Federal Bureau of Investigation: "Children are in school approximately five hours per day and teachers exert potent influence in their development. Public education occupies a strategic position in preparing our youth for the responsibilities of citizenship. The lack of public support and backing is one of its biggest problems."

Bernard Baruch, distinguished financial and governmental leader: "My answer is, getting good teachers."

E. L. Bowsher, superintendent, Toledo, Ohio: "In my opinion the biggest problem facing public education in America today is that of securing trained teachers. Our most capable young people are not entering the teaching profession nor will they do so until salaries and working conditions are such as to attract and hold them."

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ROY CLOUD, *Executive Secretary of the California Teachers Association, who recently announced his retirement.* (See page 5.)

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CALIFORNIA TEACHERS ASSOCIATION
State Headquarters: 660 Market Street, San Francisco 4

Jottings of a Traveling Bookman

By
W. M. CULP

EDUCATIONAL MOVIES FOR THE CLASSROOM

A very illuminative article by Thomas M. Pryor appeared in a recent issue of *The New York Times* with the heading "Education via Films." He makes this candid statement: "After twenty years of sporadic and costly experimenting by the organized motion picture industry, the classroom teaching film still is in a nebulous state. So diverse are the opinions of educators and movie makers as to the best means of utilizing the screen for pedagogical purposes that a wag was recently prompted to remark, a la Mark Twain's comment about the weather, 'Everyone talks about educational pictures, but no one does anything about them.'"

This introductory remark lead up to the fact that someone was going to do something about the educational film. The United World Films, Inc., organized by Universal Pictures Corporation last year to explore and develop 16 mm. non-theatrical movies, has now agreed to finance a sum of $3,200,000 for an integrated series of eighty-six short films on the subject of world geography. Louis de Rochemont is credited with originating the project as he has long championed the potential of the screen as an educational medium. That he is capable of a dramatized reportorial style of story telling packed with the kind of punch that pleases audiences, is shown by the fact that he introduced the "March of Time" in 1935 and is the director of such recent hits as "The House on Ninety-second Street," "13 Rue Madeleine," and "Boomerang."

Mr. Pryor continues that Mr. de Rochemont considers an approach to educational movies that is basically commercial. He strongly feels that unless such movies can be self-sustaining financially very little progress will be made. "Educational films are no different than any other type of pictures," de Rochemont stated. "Unless they can be made with a reasonable measure of profit they won't attract any competition, and without competition the whole endeavor will be stifled. Matthew Fox (board chairman of United World) and myself hope our pictures will generate this competition. And naturally, we hope our pictures will be the best.

"Up to now, and aside from basic pedagogical considerations, the chief complaint from educators having experience with motion pictures as teaching aids has been that most films do not elucidate clearly the subject concerned. And, of equal importance, according to the teachers, most of the pictures now available are lacking in purely pictorial quality. With his acknowledged knack for presenting factual material in a crisp and interesting fashion, Mr. de Rochemont is confident that his pictures will not be found wanting in cinematic value.

"As a starter, he will produce thirty-six pictures, varying in length from fifteen to twenty-two minutes each. These will be divided into series of twelve, designed for use by students in the fourth, fifth, and sixth grades of elementary schools, and are expected to be completed for use during the school term beginning September, 1948. They will deal with 'home life beyond the seas' (fourth grade), 'land and peoples of the Americas' (fifth grade) and 'people of the Eastern Hemisphere' (sixth grade). The producer also plans to start work simultaneously on a series of fifty integrated subjects for junior high school students, generally entitled 'Broadening Our Horizons.'"

Dr. Wallace W. Atwood, president emeritus of Clark University, and author of a series of geography texts (published by Ginn & Co. of Boston, Mass.), has been retained to develop the content of these films. Already, he and his staff have completed the treatments for the series of fifty. These treatments are not based exclusively upon the Atwood texts, since this would limit their acceptability to schools using other basic texts. The idea is not to supplant the textbook but the developers of the films hope that the film will become the primary means of teaching and the textbook will be the source of supplementary learning.

The pictures are to be filmed in color and some six camera crews are to be in the field all the time, fully equipped to record natural sounds and languages. Actors are not to be used for re-enactment except in emergencies. The intention is to use real people in their natural surroundings and occupations. The hope is that this effort to produce films of this sort will be a definite contribution to education.

TEACHERS' SALARIES AND GENERAL PRICE TRENDS

The spring of 1947 will probably go down in history as a period of wild alarums in which jockeying for world position and power of the great nations affected the daily thinking and doings of those of greater and lesser degree. It was a period in which the cost of living and the cost of education took a peculiar hold upon editors, statesmen, politicians, and lesser fry, the individual voter, so that in almost unanimous concert they demanded more equitable wages for the teaching profession. And what was more to the point such raises were made enactive in various states and communities with the result that around $2,400 is now considered a fair

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

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Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
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opening wage for teachers and a $5,000 maximum is not considered out of reason.

Whether these gains may be held, if the general price level declines, is something else again. The decline in business resulting in large inventories and the universal demand for the lowering of prices of articles of everyday living had by the end of April, caused a movement of reduction of prices at the retail level, which was resulting also in wholesale costs being reduced. Business economists and businessmen were calling for a reduction of profits all along the line, because of the wide spread of the prices paid the prime producer and those paid by the ultimate consumer, while labor economists were advocating further wage increases with no increase in the prices charged for the products of that labor. This last position being an admirable one providing higher wages resulted in higher production. On the contrary the facts are that the higher wages of the past months have not resulted in any corresponding rise in production. If the format of the rise of wages of last year is any criterion, a rise of wages this year will result again in rise of the costs of products. But the cost of articles of commerce has brought about definitely a recession of buying whether it be in the food, clothing, housing, transportation, or amusement field. People have been priced out of the market. Cities and towns have been priced out of new schoolhouse construction. Projects are running 50 to 100 per cent over the estimated costs of months ago. As a result trustees and board of education members are refusing to bond districts for exorbitant sums for needed construction and are also refusing to spend bond money already voted until the school districts can receive value for the money spent. This means in many cases the continuing of double school sessions until labor sees the light and the cost of materials are reduced.

Already the cost of construction materials has started to decline because of the catching up of the manufacturers and the lack of demand, but labor costs, the dominant factor in any construction work, continue to rise and continue at exorbitant levels. With thousands of new houses on the market now unoccupied because they are priced over the ability to pay of those desiring to purchase them, prophets see the end of this orgy of high prices. By the end of summer the definite cost trends of the year will be evident. With the farmer commencing to get lower returns the whole economic picture can change very rapidly. That is why in many farm areas large salaries for teachers have never been considered fitting, because of the remembrance of the low prices of farm products of the not too distant past.

SCHOOL CHILDREN JOIN IN GREETING ALEMAN

In the interest of good relations between Mexico and the United States the return visit of President Miguel Aleman of that country to Washington, D. C., was a memorable event starting April 29th. President Harry S. Truman of the United States had made available to President Aleman of Mexico the airplane "The Sacred Cow" for the trip. From the moment that plane reached the Washington airport the welcome sign was out. The cavalcade of some thirty cars drove over the Potomac River, around the Lincoln Memorial and down Constitution Avenue to Sixth Street N.E., then turned into Pennsylvania Avenue and on up to the White House. The President of Mexico was greeted by a huge crowd all along the way. The schools had been dismissed for the occasion and 20,000 Mexican flags were waved by the school children. In addition, at 4 p.m., all government personnel were dismissed from offices except those absolutely needed for essential services, and they also lined the path of welcome. Such is the manner of organizing great welcoming crowds. For one thing the importance of Mexico and its President was mightily impressed upon the minds of the Washington school youth.

DEWEY SIGNS BILL TO INCREASE TEACHERS' PAY

Governor Thomas E. Dewey of New York State recently signed a bill passed by the State Legislature mandating minimum salaries for classroom teachers that will provide the highest state-wide schedule of teachers' salaries in the nation. The new schedule provides a minimum salary range in New York City from $2,500 to $5,125, in up-state cities of 100,000 population or over $2,200 to $4,510, and elsewhere, from $2,000 to $4,100. In addition, teachers with masters' degrees will receive $200 more. The law also provides for incentive increments after a specified number of years. Another feature of the bill is to provide for the establishment of a single salary schedule for both elementary and high school teachers of equal qualifications. It further provides that substitute teachers shall be paid at the same rate as regular teachers. A point of controversy still is the provision of the bill dealing with advancement. Governor Dewey comments on the formula for advancement in this manner: "In undertaking for the state this increased financial burden, full use has been made of the opportunity to shape for the better the standards established for our public school teachers. The old concept of advancement, based on seniority alone, has been replaced by a formula which while attempting to give proper recognition to faithful service, will nevertheless give greatly increased benefits to those persons whose zeal and true interest in their work and the children whom they teach impel them to superlative efforts. By reducing the weight given to seniority as a factor in salary determination, greater recognition can be shown to ambition, superior competence and better teaching."

TEACHER UNIONS VERSUS TEACHER ASSOCIATIONS

One of the most recent illuminating radio programs considering the "Teacher Problem" was that presented by the American Forum of the Air discussing the topic, "How Can We Solve the Teacher Problem?" The two sides discussing the topic and taking diametrically opposite positions were representatives of the long existent state and national teacher associations and those of the teacher unions of the AFL and CIO. Dr. John K. Norton of the National Education Association and Claude L. Kulp, Superintendent of Schools of Ithaca, N. Y., presented the case of the teacher associations, while Irvin R. Kuenzil and Selma Borchardt advocated the ideas held by the teacher union groups.

The teacher organization argument was that for decades their organizations had been working for better schools and better conditions for teachers and that the general improvement of education facilities throughout the country proved that they were on the right track. Their main thesis was that the schools and school teachers were the servants of the whole body politic and were not the tools of any class or clique.

The teacher union argument was that

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Western School News

Edited by MORRIS WAGNER

ROY CLOUD RETIRING AFTER 20 YEARS' SERVICE

Roy Cloud, Executive Secretary of the California Teachers Association for the past 20 years, is about to retire and conclude his active service to the California schools. During these 20 years California's schools have doubled in average daily attendance. The number of teachers has increased from approximately 25,000 to 45,000 and their problems have increased in number and complexity. Throughout his long period of service, Roy Cloud's efficient leadership in promoting the interests of all phases of education has been accompanied by his ability to guard these interests. The California Teachers Association was in need of reorganization at the time Mr. Cloud was elected Executive Secretary. By means of sound thinking and planning, and persuasive and friendly speaking, he drew the organization together and aroused its members' enthusiasm to work for all possible growth and development.

Mr. Cloud's rare political sense, combined with his sound educational policies and his sincere approach in working with the State Legislature, have secured for California's teachers and children constant improvement in the legal requirements of the schools. A man whose motives and whose judgment men can trust is invaluable to any organization, but to an organization whose political interest must be guarded as well as promoted, the value of these qualities is inestimable. Legislators with whom Roy Cloud consulted have recognized these qualities in him through all the years and have had confidence in his counsel.

Retires in Fall

Mr. Cloud does not retire until September, and in the meantime he is working wholeheartedly on one of the heaviest and perhaps most important Legislative programs in the whole of his 20 years of service. Four years ago he tried to resign and retire, but because of the continuance of the war he was urged to sign a new contract. Now, however, he is looking forward to September when he can turn his desk, its problems and its challenges over to his successor.

Roy Cloud will retire to his very lovely home in Redwood City, seat of the county in which his family settled in the early days of California history. Mr. Cloud is deeply rooted in both the past and present of California history. His grandparents came to our western shores in the great covered wagon trek of 1853. His own mother, and her brothers and sisters, as young children, made the trip and settled in California when it was still more Spanish than American. Roy Cloud has written of some of the personal memories of his mother in his book, *On the Trails of Yesterday.* He is also the author of *History of San Mateo County,* 2 volumes.

Born in San Mateo County, Mr. Cloud graduated from the local schools and from Stanford University. He taught school first in Redwood City in 1898. From there he went to Mono County. Returning to Redwood City he ran for county superintendent of schools in San Mateo County. He held this position for nineteen years, resigning to become the district superintendent of Redwood City. He served in that capacity until he accepted the challenge offered by the California Teachers Association.

Tribute to Cloud

Pansy Jewett Abbott, County Superintendent of Schools in San Mateo County, who succeeded Roy Cloud in that position, and who has worked closely with him in the intervening years, voices the depth of feeling of his friends and co-workers in a tribute which appeared in the *Bay Section Reporter.* One phase of her tribute concerns his unstinting giving of himself to organized groups. She said:

"Roy W. Cloud is a believer in identifying himself with organized groups. He belongs to the Native Sons of the Golden West, Foresters of America, Sons of the American Revolution, Islam Temple Mystic Shrine, Eastern Star, Phi Delta Kappa, California Historical Association, National Education Association, California Teachers Association and dozens of other well known groups. In each and every one he is an outstanding leader. Roy's personality—quiet, dignified and trustworthy—has enabled him to do more at Sacramento for teachers than any one else because the Senators and the Assemblymen have learned to place their confidence in one who has never misrepresented facts and who has always sought to improve educational opportunities for children. Roy Cloud is a friendly soul. It is good to know him, to call him friend, and to follow his wise leadership.

"We, the members of the California Teachers Association, rejoice that he is able to retire even though we keenly realize how great is our loss. We know that he will continue to support free public education in California even though he stands on the sidelines. May the years that lie ahead be years in which he enjoys good health and a wealth of contentment. Au revoir, Roy Cloud, but not good-by."

DR. BAXTER REPORTS ON CONDITIONS IN GERMANY

Reporting on her "Education Mission to Germany," Dr. Bernice Baxter addressed a capacity audience of Oakland Teachers Association members in Hunter Hall at the Oakland Administration Building on May 8. She recently returned to her position as administrative assistant in the Oakland City School System following a two month stay in Germany as an expert consultant in the Education and Religious Affairs Branch of the Office of Military Government for Germany.

Dr. Baxter briefly outlined her trip to Germany and back, via Washington, Newfoundland, the Azores, Paris, Frankfort, and Berlin, in which she traveled over 10,000 air miles. The most impressive sight, she said, was an airview of Berlin. The terrific bombings during the war had left hardly any structures standing except building fronts, giving the city the appearance of a movie set.

Dr. Baxter, who made the trip with twelve other American educators, arrived in Germany in the closing months of the coldest winter the country had experienced in fifty years, adding additional problems to an already complicated task. The severe cold had forced the closing of all schools between Christmas and Easter. In Bremen where Dr. Baxter was staying, the schools were open for a short period each day in order to serve the children one hot meal.

The particular assignment of Dr. Baxter was to advise in the framing of an elementary curriculum for the schools of Bremen. After addressing a group of teachers in that city, she discovered that she was the first outside teacher to speak to Bremen teachers in 14 years. They seemed particularly anxious to hear about a social studies

(Continued on page 16)

SENATE BILL 133 — EDUCATION OF MENTALLY RETARDED MINORS

By Dr. Lillian Bray Hill

Chief of Bureau of Mental Hygiene, California State Department of Education

Although California long ago passed special legislation to provide for the education and general welfare of children who are physically handicapped and legislation which provides special facilities for certain types of children, such as the hard of hearing, the sight-saving classes and the extensive program for the care of the cerebral palsied, nevertheless to the present day there has been no legislation which makes provision for the education and training of the mentally retarded.

Over a period of years, bills have been introduced in the legislature to make some provision for this group of neglected children. No progress toward this goal was achieved until, in the 1945 session of the legislature, a Senate Interim Committee was appointed to study the entire problem of the mentally retarded in California. As a result of this Interim Committee's work, Senate Bill 133 has been presented to the legislature. The history of the development of this legislation is ably stated in the report which the Hon. Herbert W. Slater gave before the Senate at the opening of the present legislature. Senator Slater reported as follows:

"Mr. President and Gentlemen of the Senate:

"Pursuant to appointment by the Senate, your committee authorized to conduct an investigation into the Mental Deficiency Problem in California, Senate Resolution No. 158, wish to submit our report and recommendations. At the outset, may we say that we believe the time has arrived when a very important undertaking, too long neglected, shall receive definite consideration and to this end we will present legislation which we trust will meet with approval and which will deal with what is unquestionably a most important matter.

"The resolution providing for the Committee of Investigation was presented at the earnest request of people who were thoroughly convinced the matter of providing special education for mentally retarded boys and girls and who by reason of their official contact and personal observation were entitled to request action in the providing of a state-wide program, could no longer be delayed.

"At previous times prior to 1945, various agencies, including the State Department of Education and the State Department of Institutions, now the State Department of Mental Hygiene, had tried to secure the passage of legislation making it mandatory that special provision be made in our law for the education of the mentally deficient in the Public School System of California, that is, those that are educable. These efforts failed and in consequence it was determined to ask the Legislature to conduct an official investigation which would more pointedly indicate that something should be done.

SENATOR H. W. SLATER

"At the outset of the committee inquiry and at the first meeting, we decided to name a professional consultant committee to make a study of the entire problem and present their views at the conclusion of the same, to this committee. This was accomplished and Dr. Fred O. Butler, Medical Superintendent of the Sonoma State Home for the care and training of feeble-minded children was asked to assume the chairmanship of this subcommittee in which he graciously concurred. With him on the committee were Helen Heffernan, the Director of Elementary Education in the State Department of Education, Dr. Olga Bridgman of the University of California, and Dr. Lillian B. Hill, of the State Department of Education, all thoroughly equipped to perform what we requested them to undertake. Before they commenced the mission, your committee discussed at length with them the complete picture of what was desired, namely, the outlining of a state-wide program of real helpfulness.

"Your Senate committee and the professional consultant committee decided to forward a questionnaire dealing with the subject of inquiry to each county, district and city superintendent of schools, the probation officers, the Director of Social Welfare, as well as the county directors of social welfare throughout the State, as the first method of ascertaining estimates as to the number of mentally retarded children in their respective sections. Your committee, the subcommittee, the Department of Education, and the Department of Mental Hygiene were much impressed with the replies which were returned from the persons interviewed by the questionnaire and letters. It indicated definite interest in a state-wide program to aid in the education of the mentally retarded throughout California, just as it furnished your committee with definite belief that the State should embark upon the work contemplated at the time your committee was appointed.

"For your information, the questions covered in the questionnaire were these:

1. In your opinion will the needs of the mentally-handicapped children in your

Herbert W. Slater

Senator Herbert W. Slater, dean of California legislators, is now in his 37th year as a member of the State Legislature. He served two terms in the Assembly, was then elected to the Senate and has been serving the Sonoma County area in that capacity ever since. He has long been a friend to constructive legislation for public education, and each year proposes appropriations for handicapped children. As in many former sessions he is also again heading the Senate Committee on Education.

A new honor was recently conferred upon Senator Slater when he received a medal for outstanding citizenship from the Veterans of Foreign Wars. It was the first time this particular award had been made by the organization in eleven years.

In addition to his Senatorial duties, he is also one of the publishers and advisory editor of the *Press Democrat,* Santa Rosa's principal newspaper.

school be best served by grouping such children in special classes?

2. How many children in the elementary schools of your city are now securing education in special classes for mentally-retarded children?

3. How many children in the elementary schools of your city represent a sufficient mental deviation from normal to justify grouping in special classes?

Other questions submitted sought information as to how many persons had been classified in case records as mentally defective between the ages of 1 to 8, 9 to 16, 17 to 21, and above 21, and also:

a. Increased availability of State Institutions. b. Expanded State Supervision. c. Provision for education in special classes. d. (Suggest others).....

"Your committee has ascertained the number of mentally retarded of the type at which our investigation was directed was in excess of 32,000 and of this number, only 5,000 have been undergoing special instruction in special classes and in special schools in a very few school districts in California. The 32,000 children referred to were of the educable type, according to the information gleaned from the questionnaires and from other sources of information. We earnestly feel, and it is a unanimous sentiment of the professional consultants and certainly of the parents of the mentally retarded children, many of whom appeared at our hearings, that something must be done for the 27,000 mentally retarded children which heretofore and now are in the neglected class. Only in a few educational centers, as previously stated, have special classes or special schools been established. The time is now here, we believe, when a mandatory state program should be established. Your committee certainly is in agreement that it is much more economical to educate the type under consideration in the public schools and allow them to remain at home rather than to commit them to an institution. This program, if carried out, will not interfere with the education of the normal child. It probably will cost more to carry on the special classes and provide trained teachers. The financial side has also been considered and it is our recommendation that the State bear 75 percent of the increased cost and the district 25 percent of the excess cost of educating the mentally deficient in their respective communities. It must be remembered the type of children under consideration have a far more difficult time in carrying on through life, no matter how we help them, than the normal child.

"Your committee contemplates the introduction of a bill providing for the education of the mentally deficient in our public schools and in it will be set forth, we hope, what will prove an intelligent dealing with the proposed state-wide program and it will also furnish you in detail with the provisions deemed essential to start the objective for which our investigation was instigated. This bill sets forth the recommendations of your committee.

"We are certainly indebted to Dr. Butler and the other members of the professional consultant committee for their great help, as well as to the State Department of Education, the State Department of Mental Hygiene, the University of California, and the Legislative Counsel's Department for their extreme courtesy and helpfulness. We are also indebted to Governor Earl Warren for having twice given us an opportunity for conference and explanation of the work we had in hand and for his acknowledged interest in the contemplated program as outlined in this report, as well as his assurance of support.

"Respectfully submitted, G. M. Biggar, Louis G. Sutton, Hugh P. Donnelly, Irwin T. Quinn, Herbert W. Slater, Chairman."

A brief analysis of Senate Bill 133, Education of Mentally Retarded Minors shows the following:

1. *Definition*: This measure defines mentally retarded children as minors of compulsory school age, 8 to 16, who because of retarded intellectual development, as determined by individual psychological examination, cannot be profitably educated in the ordinary class rooms of the public schools, but who could through special instructions be made economically useful and capable of successful adjustment to society.

2. *Mandatory establishment of schools or classes*. The bill provides that in any elementary or unified school district in which there are fifteen or more of such minors that the local school district shall provide special schools or classes for their education. The bill further provides that these classes shall be called special training schools or special training classes.

It provides further that the County

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R. VERNON BROWN IS NEW CURRICULUM COORDINATOR

R. Vernon Brown, principal of the Bay View Grammar School at Santa Cruz, California, resigned his position recently to assume the duties of elementary supervisor and curriculum coordinator of all Santa Cruz City Schools.

Mr. Brown has been associated with the California school system in a variety of capacities for the past seven years. His experiences include service as a rural school teacher, a rural principal, a junior high

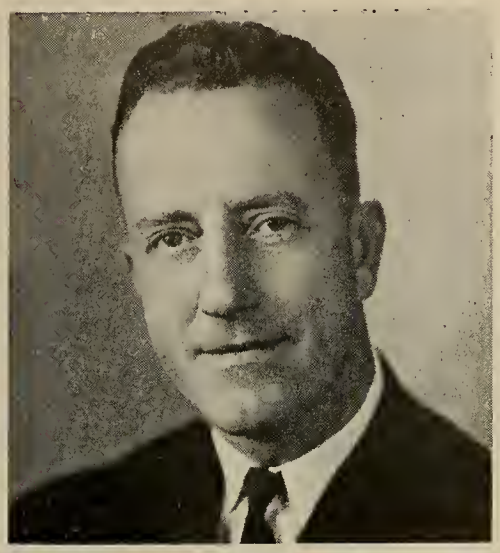
R. VERNON BROWN

school teacher, and an elementary school principal. He received his B. A. in education at the University of California, and has done graduate work there as well as at the College of the Pacific and San Jose State College.

The tremendous increase in school population, coupled with a careful survey of future needs, has led to Mr. Brown's appointment to this newly created position in the Santa Cruz city schools, according to Superintendent of City Schools Homer H. Cornick. He also reviewed the causes and effects of recent population changes.

In 1941 Santa Cruz began to experience population losses when many people left the area, where there is little industry, for San Francisco and other war plant regions where salaries were higher and jobs were easier to secure. Several thousand people left Santa Cruz in 1941 and 1942 resulting in a considerable loss of school pupils.

By 1943 the trend began to reverse itself and many new people came to Santa Cruz to reside during the war years. Numerous persons had sold their homes in the San Francisco Bay area and settled in Santa Cruz as permanent residents. The opening of a Naval Hospital in 1943 at the Casa Del Rey Hotel also increased the population by 1000 transient patients as



HOMER H. CORNICK

well as a large permanent staff. At this time the Chamber of Commerce was further attracting visitors by advertising the city as a desirable area for the wives and families of service men who were leaving for the Pacific since it was near to San Francisco, yet out of the crowded industrial area.

By 1944 Santa Cruz was again crowded and desirable accommodations were no longer available. With no building going on real estate took an upward swing.

At the close of the war many former residents returned. Many new people also came to reside. A large portion of this postwar group were young people with children, and the elementary enrollment began to rise rapidly until 1946-47 when it reached an all-time peak. The high school enrollment is slightly lower than the 1940 figure but junior high school attendance indicates that the pre-war peak of 1000 students will be reached during the 1948-49 year.

A master building plan has been set up for the Santa Cruz schools for the next 15 years, which includes two new elementary school buildings, two neighborhood primary buildings, a complete new junior high plant, remodeling and additions to the senior high school, and the modernization and improvement of existing units.

PROMINENT STAFF FOR USC SUMMER SESSION

An impressive array of educators will comprise the visiting faculty of the Department of Administration and Supervision of the School of Education at the University of Southern California Summer Session from June 23 to August 2, and post session from August 4 to August 30.

Among the courses offered will be an advanced seminar for superintendents, other school administrators, business officials, and advanced students in educational administration. Its purpose is to provide an opportunity for a clinical and laboratory approach to the problems of school administration and for study of the administrative problems of primary concern to the individual members of the group.

Listed among the visiting staff are: John T. Cate, assistant superintendent of Glendale, California, city schools; Robert E. Cralle, superintendent, Inglewood, California, city schools; N. L. Engelhardt, associate superintendent of schools, New York City; Paul Fisher, principal, Thomas Jefferson High School, Los Angeles; H. Fred Heisner, principal, Inglewood High School; George D. Merideth, deputy superintendent of schools, Pasadena; Alexander J. Stoddard, superintendent of schools, Philadelphia; C. C. Trillingham, superintendent, Los Angeles County schools; W. Norman Wampler, superintendent of schools, Bellflower, California, and James H. Williams, assistant superintendent, Alameda County schools.

LA MAISON FRANCAISE AT MILLS COLLEGE

An opportunity to live in a French atmosphere, acquire fluency in speaking French, and to pursue undergraduate and graduate studies in French language and literature will be offered to men and women at *La Maison Francaise* of Mills College during this year's summer session from July 5 to August 16. No degree is required for admission but applicants must have at least two years of college French or three years of high school French, as that will be the only language spoken in *La Maison Francaise*.

Additional information about this and other summer session courses may be obtained by writing to Director of the Summer Session, Mills College, Oakland 13, California.

PLAN INTENSIVE SPEECH PROGRAM AT PACIFIC

The Department of Speech at the College of the Pacific at Stockton, California, under the chairmanship of Dr. Roy C. McCall, has announced an intensive program at the college this summer. Two sessions, each offering a wide variety of courses will take place from June 24 to July 25, and July 28 to August 29. Special credentials in Speech Arts and Speech Corrections will be offered as well as credit toward B. A. and M. A. degrees.

The Speech Clinic at the college is making plans to accept 100 cases. Persons of all age, who possess speech problems possible of correction, are invited to make application. A fee of $35 will be levied, which will include infirmary and swimming privileges. However, those who find payment of this fee difficult will be given special consideration, the Speech Department has announced, so that no one will be denied service because of financial difficulty.

Further information can be obtained by writing to the speech department at the college.

WORKSHOP PROGRAM AT SAN FRANCISCO STATE

An extensive workshop program, aimed at present and prospective elementary school teachers, will be given this year as a feature of the Summer Session at San Francisco State College. Summer Session will open June 30 and close August 8, and Post Session will last from August 11 to August 30.

Education and modern advancements in teaching will be emphasized by the workshops, but music, art, English, and other studies also will be stressed. Theme of the Summer Session is "Peoples of the Pacific Area," and courses in all different fields will be related to that theme.

The workshop is designed to meet the needs of three groups of students: elementary school teachers in service, emergency teachers who are working toward a permanent credential, and undergraduate students pursuing the regular credential. Of particular interest to elementary teachers are the workshops in art and music: Art in the Integrated Program in Elementary Schools, and Music in the Integrated Program. These courses are especially valuable to elementary and kindergarten teachers.

Considerable emphasis, however, will be placed on other education workshops, particularly Audio-Visual Education, which will endeavor to present the latest developments in the use of audio-visual aids. Also included in the education program will be courses in School Administration, Counseling and Guidance, Evaluation and Philosophy of Education, and Supervision of Elementary Education.

A new course, Background for Air Age Education, designed to provide educators with the proper background to enable them to include appropriate elements of aviation in the school program, will be given. The course will include trips to the local airport, and the class will take an airplane flight.

In keeping with the theme of the session, literature of China; geography of Asia, the Pacific, and the Far East; and recent world history, with emphasis on the Far East, will be part of the curriculum.

In the Post Session, several courses will pay particular attention to California and the Western United States. One course, Anthropology: The California Indians, will be given by Mr. Adan Treganza, who has had extensive training and experience in California anthropology and geology.

Other Post Session courses concerning the Pacific Area are History of California, and Geology of the Western United States.

TEACHER TRAINING COURSE AT BERKELEY

In response to an urgent request from school superintendents throughout California, the Extension Division of the University of California is presenting a special ten-weeks' course in Emergency Elementary Teacher Training this summer at the Berkeley campus. It will begin on June 23.

Advance enrollments are now being taken at the Berkeley office of University Extension, 2441 Bancroft Way, Berkeley 4, California.

Slightly more than 1,777,000 World War II veterans are attending school under the G.I. Bill of Rights, according to the latest figures released by the Veterans' Administration.

A NEW COLLECTION OF SONGS FOR BOYS THAT ARE FUN TO SING

Singing Down the Road

By ELIE SIEGMEISTER, American Composer, and RUFUS A. WHEELER, Director of Music, Public Schools, Schenectady, N. Y.

This is a special new collection of songs arranged for boys' voices. These are songs of America that are loved and that have been sung for a long time. They are songs arranged with melodies in the inner voices, barbershop progressions and all the factors which make this type of chorus singing fun.

Songs of the open road, ballads of sea and saddle, music of the campus, spirituals, work songs, play songs, songs of humor and sentiment.

Ginn and Company

45 Second Street,
San Francisco 5, Calif.

SOMETHING NEW IN SCHOOL CAMPS

By Leslie W. Quirk, *Editor, Curriculum Publications*
San Diego City Schools

Palomar Mountain School Camp, seventy miles inland from the coastal city of San Diego and 4,500 feet above sea level, is the outgrowth of an ideal to develop a model high school camp in setting, facilities, and educational philosophy. Now well out of its swaddling clothes—the first group of twenty-five San Diego high school boys moved in on January 27 of this year—the camp is rated a success by the student participants, by the local educators who visualized the project and the trained organizers who made the dream come true, and by outside school systems all over the country.

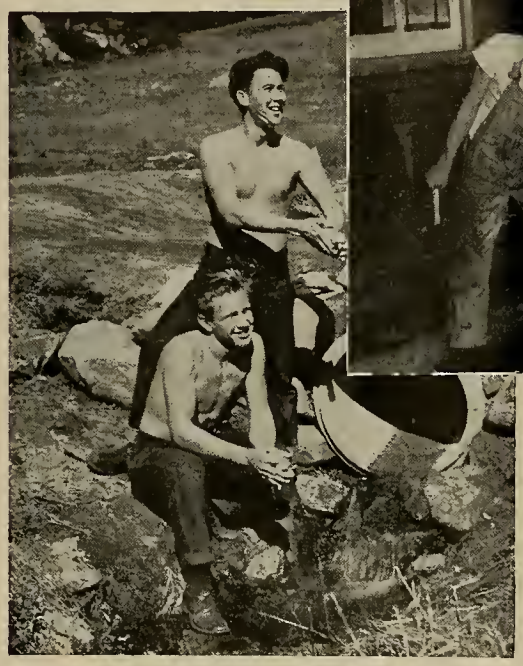
Many common learnings, the students agree, may be achieved outside the traditional four walls of the city school. The founders of the camp were not afraid of experimentation in the first place, and they are still constantly studying and evaluating to improve its educational opportunities. And, because these facts have news value, word has gone out that Palomar Camp offers something unique in its proved combination of work experience, classroom instruction, and camping recreation.

San Diego seems to have built a better mouse trap in the pine forest on Palomar Mountain, and educators from other school and camp systems are beating a path to its door. They come to analyze the local pattern and to study how it may be adapted to their own projects. The Kellogg Foundation sent its fact-finders from Battle Creek, Michigan. Representatives of the University of Utah climbed the mountain. The American Camping Association of Chicago was interested enough to investigate. From closer at hand, officials of both the California State Department of Education and the State Park Commission made the trip. San Francisco was represented by the Rosenberg Foundation, and Sacramento by the Youth Commission. Educators came from Ventura County, from Los Angeles, Long Beach, Oakland, Palos Verdes Estates Schools, Stanford University, University of Los Angeles—the list of official visitors on the camp register runs on page after page.

Still Under Construction

What these visitors see is a camp still under construction but in full operation, spread over twenty acres of table land high on Palomar Mountain. Here, nestling between towering peaks in the sheltered, fertile Upper Doane Valley, within easy walking distance of Palomar Observatory and with its own trout stream and lake bordered by stately pine trees, lies one of the most beautiful camp sites in all the country. Here, every ten days, come a new group of twenty-five boys from the San Diego high school for study, work experience, recreation, physical education, and the intangibles of democratic living.

PALOMAR MOUNTAIN SCHOOL CAMP



(*Upper*) Boys do repair and construction work as one phase of their camp stay. (*Left*) Outdoor "washroom" is one of many new experiences for boys at the camp.

The daily schedule at Palomar Camp is as simple as it is efficient. The boys work four hours, study three hours, and devote one hour to physical education and recreation. By doubling the work hours on Saturday, they have Sunday free for group discussions, hikes, cook-outs, and visits to the Observatory.

The work? It's renovating and rebuilding the camp itself: dormitories, mess hall, sewage system, and the like. Once, years ago, the twenty-acre plot housed a CCC camp, and upon this site Palomar Mountain Camp is steadily taking root. On January 27 the first twenty-five students began the rehabilitation; every ten days since then a new group has replaced them and carried on. By the end of the school year in June the camp will have grown large enough to accommodate 100 boys at a time instead of the present maximum of twenty-five.

Work Is Practical

Yes, the work is hard physical labor. But it is not "made" work; it serves a most practical purpose. And it pays in another way even more practical: 75 cents an hour to each of the twenty-five boys, many of whom step into their first work-for-pay jobs here at the camp. For the ten days of their stay each earns $30. From this total the sum of $20 is deducted for food, transportation, and incidental expenses. But that still leaves a net profit of $10. As one high school student told his stay-at-home friends upon his return: "You get ten days of free camping in the most beautiful country you ever saw and come home with more money in your hip pocket than you took along. Sorta like eating your cake and still having it."

The work pattern at the camp, moreover, parallels closely that of the outside jobs the boys may try after the close of school. The camp director and the work-experience counselor plan and blueprint and supervise the major jobs in carpentry, drafting, and mixing and laying cement. The boys must have work permits, too, and fill out forms, and even sign the oath of allegiance. Perhaps the knowledge that the work is "real" accounts, at least in part, for the enthusiasm with which they

dig and nail and saw and construct and take sinful pride in their accomplishments.

Studies? During the ten days the students live at Palomar Camp, seventy miles from their high schools in San Diego, there is no interruption to their studies; a master teacher counselor sees to that. As far as possible their regular school curriculum is followed: social studies, science, language arts, mathematics. Two teachers loaned for the project by the San Diego City Schools convene classes, teach, counsel, give assignments, and maintain the regular scholastic program. To date no camper at Palomar has fallen behind his class back at school.

Both the camp work experience and teaching correlate with the students' interests and needs as determined by counseling and records supplied by each boy's teachers and principal. All activities aim at enlisting full participation and the democratic voice of every student. Each is encouraged to share in determining camp policies and new activities in an effort to achieve his individual development.

Palomar Mountain School Camp was made possible through the cooperation of the City-County Camp Commission, with the financial support of the County of San Diego and the San Diego Unified School District. It is the second school camp to be established in San Diego's back country.

Camp Cuyamaca In Operation

Camp Cuyamaca, in the Cuyamaca Rancho State Park, pioneered the experiment as the first community school camp affiliated with any public school system. Predicated upon the belief that modern school children reap valuable experience and educational profit by camping together, it was thrown open to elementary pupils of the fifth and sixth grades in March, 1946. Now a lusty infant goin' on two years, it has lived up to every expectation.

The emphasis at Cuyamaca, of course, is upon supplementing book knowledge with physical contacts: identification of trees, shrubs, grasses, flowers, animal tracks and trails; map drawing from a study of the topography of the country; soil erosion and conservation; purification of water; safety in the woods; art lessons, using figures, trees, streams, roads; functional arithmetic skills based upon Trading Post and Trade Winds Bank transactions. Nor is character building neglected; unconventional and socially non-conforming children have been vastly improved in this democratic environment.

Both camps run continuously throughout the school year. During summer vacations they are utilized for playground purposes under the auspices of all city and county agencies. Late in June, for example, the city police plan to host a gathering of 400 campers, all members of the Junior Traffic Patrol that safeguards fellow pupils at street intersections near elementary schools. Principals and policemen are to constitute the sole camp staff. It may be presumed that the experience will prove highly educational to all concerned.

VETERAN EDUCATOR HEADS MADERA SCHOOL SYSTEM

Ross E. Kinney celebrated his 25th year of association with the California state school system by assuming the position of Superintendent of Madera County schools in January of this year. Previous to his present appointment he served 15 years as a teacher at Madera High School, instructing in history and athletics. He is a

ROSS E. KINNEY

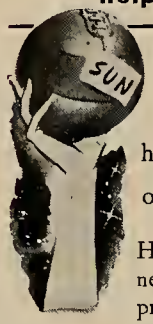
graduate of Stanford University and a member of Phi Delta Kappa.

During the period of World War II he was an instructor for the cadet training program at Madera High School. His active military service was in World War I when he served with the Rainbow Division in France and the army of occupation in Germany.

Mr. Kinney feels that the foremost consideration in his present capacity is to be sure that the boys and girls of Madera County are provided with the best educational facilities that it is possible to obtain. He has expressed approval at the cooperation he is receiving from the principals, teachers, and Board of Trustees of Madera County in striving to attain this goal.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting



A Class Science Project for teachers wishing to bring home to students the immensity of our *Solar System*

Here may be all the directions you need for helping your class set up a practicable scale model of the solar system—with the sun right in your own classroom, Venus up the hall and Saturn installed in all his ringed glory down at the school bus stop!

THE FOLLOWING TABLE of scaled distances — from the volleyball-size sun to each of the planets — has been worked out as a classroom aid for you by Chicago's noted Adler Planetarium. Fairly common spherical objects are also suggested in this table, and each of these is considered of sufficiently accurate size to represent vividly to your class the relative smallness of the planets themselves in terms of this distance scale.

	DISTANCE FROM "SUN"	SCALED DIAMETER	OBJECT
SUN		8.64"	VOLLEYBALL
MERCURY	30'	.031"	CARAWAY SEED
VENUS	56'	.077"	SMALL BEAD
EARTH	77'	.079"	SMALL BEAD
MARS	118'	.042"	CARAWAY SEED
JUPITER	395'	.8"	MARBLE "SHOOTER"
SATURN	740'	.716"	MARBLE
URANUS	1490'	.32"	DRIED PEA
NEPTUNE	2310'	.31"	DRIED PEA
PLUTO	3065'	.07"	SMALL BEAD

Scale: 1 inch to 100,000 miles.

THIS INFORMATION is from Mr. F. W. Schlesinger, Director, Adler Planetarium, Chicago, Illinois.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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AB-130

Book Reviews

From the World Book Company

MATHEMATICS FOR THE CONSUMER, by Raleigh Schorling, John R. Clark, and Francis G. Lankford, Jr. (438 pages). List Price, $1.96.

A new approach to the subject of mathematics is made here with emphasis placed on its use in everyday life, rather than on the learning of any of the basic functions. The idea of the authors is to present a text for a course in "consumer mathematics" for students in their senior year in high school, who will soon be called on actually to face the problems that are presented in the book. While few such courses are in existence at present in the country's high schools, educators have been advocating such a plan with greater frequency during the past few years, and this book should help to strengthen the movement.

Instead of being organized along the conventional lines of other texts on mathematics, the chapters are organized into such units as How to Handle Statistics, Better Buymanship, Using Consumer Credit, Investments, Greater Security, and Taxation. Because at times the text demands that the student review and relearn some of the fundamental concepts and skills of arithmetic, it might also serve as a refresher course for the upper grade student. If it does nothing else, the book should prove to the student the widespread influence of mathematics in our daily lives.

BETTER READING AND BETTER HABITS, by Victor H. Kelley and Harry A. Greene (74 pages). List price, $.52.

Recognizing the fact that many students fail each year because of certain weaknesses in reading and studying, rather than a lack of ability, the authors have written this book as a guide to those students who experience such shortcomings.

The organization of the book is such that the student is able to check and evaluate his own abilities. After reading a selection he is able to rate himself on the Check Chart of Reading Skills, and then is shown a method of overcoming the difficulties that he realizes he is experiencing. A Check Chart of Study Skills allows for the same process to be followed to achieve the desired proficiency in this realm.

This workbook appears to meet a critical need for remedial procedures and should prove useful both in group work and for individual study.

From the John C. Winston Company

HOW TO MAKE ARITHMETIC MEANINGFUL, by Leo J. Brueckner and Foster E. Grossnickle (520 pages). List price, $4.00. The purpose of this book, as the title implies, is to prepare the teacher for the presentation of a more vital and meaningful approach to the comprehension of arithmetic in grades 1 to 6. It is a reference book that should prove helpful to arithmetic teachers in solving the daily problems in the classroom.

The opening chapters are concerned with the modern arithmetic program and the recent trends in the teaching of the subject. Later chapters go into the specific phases of the subject and suggested methods for the teaching of the various processes. Visual aids, such as tables, charts, maps, and graphs are used to advantage throughout the book.

Authority is provided to the work through the comprehensive teaching and writing backgrounds of the authors. Dr. Bueckner is Professor of Education Administration and Supervision at the University of Minnesota, and Dr. Grossnickle is Professor of Mathematics at New Jersey State Teachers College. Along with being frequent contributors to education journals and bulletins they are also the coauthors of the popular ARITHMETIC WE USE series.

SEXTON, HANSEN WRITE FEATURED ARTICLES

Two western educators, Superintendent of Pasadena Schools John A. Sexton, and Basil C. Hansen of Stanford University, have written feature articles for the May issue of *The School Executive.*

"Pictures Speak Louder Than Words in Annual Reports" is the topic of Dr. Sexton. He emphasizes the importance of using techniques in report-making which will arouse interest, affect attitudes, and stimulate action. He suggests that continual use be made of the art and visual aids departments.

"A Teacher Looks at Her Supervisor" is Dr. Hansen's subject. In it he tries to supply the answers to such statements as "Supervision is undemocratic," "Supervision casts a reflection on the professional competence of the teacher," "Supervision distracts the class," and "Supervisors deal in abstraction." The right kind of supervision, he insists, will make most of these objections disappear.

HELEN SMITH JOINS SILVER BURDETT STAFF

HELEN M. SMITH, following her recent resignation as a teacher in the Santa Barbara public schools, has accepted the position of elementary consultant with Silver Burdett Company, textbook publishers, that company has announced.

During her years of service in the Santa Barbara school system, Miss Smith took

HELEN SMITH

an active part in the development of curriculum. She also served as a critic and demonstration teacher for Santa Barbara State College, and has participated in the Reading Clinic at Stanford University. She has also served as chairman of the editing committee of the Arithmetic Guide for Santa Barbara Schools, and has taken extended work in reading methods under Dr. Nila Banton Smith, the author of the *Learning to Read* program, now adopted as the basic reading series in California. She is a graduate of Santa Barbara State College, and completed her work for a Master's degree at Stanford.

As consultant, Miss Smith's work will take her into elementary school systems throughout seven western states.

Senate Bill 133

(Continued from page 7)

Superintendent of Schools shall establish classes for the mentally retarded who live in the county and in districts which do not have a sufficient number (15) of mentally retarded children necessary for the establishment of a class. The school or classes established by the County Superintendent shall be established at centrally located places and the County Superintendent is required to furnish transportation to this center.

3. *Finances.* There is a special section of the bill devoted to computing statewide funds for the education of the mentally retarded children. This provision provides that in the district where the special classes or schools are established each mentally retarded child educated shall receive the foundation fund plus an amount equal to 75 percent of the excess cost of educating the mentally retarded child. This excess cost includes transportation. The 25 percent of the excess cost shall be borne by the local school district with provisions made for the raising of a county tax to cover this amount.

The excess cost shall be the total amount expended for the education of the mentally retarded minus the full amount which is apportioned to the County Superintendent for the education of all children in the school. That is it is the difference between the cost of educating the mentally retarded children plus transportation and the regular amount received for the education of the children in that school district.

4. *Other pertinent provisions of the bill.* The bill provides that the child must be given a careful individual examination by a competent psychologist who holds a credential approved by the Department of Education. The teachers must have a general elementary credential plus some specific work in the field of mentally retardation. This bill likewise provides that the program shall be under the direction of a member of the State Department of Education. And furthermore, that no money shall be paid for the education of the mentally retarded in special schools or classes which does not comply with the standards established by the State Department of Education.

The mandatory features of the bill would not take effect until July 1, 1948.

Whether this bill passes or not—working under the able leadership of Senator Slater on this problem has been a vital experience to all of us so privileged.

Senator Slater is a great humanitarian—one whose name will always be identified with California legislation for public education and particularly the state's legislation for the education and welfare of the handicapped.

His long career as legislator reached its full stature in the introduction of a bill to make provision for those children who have always been subjects of woe in the home, school and community—those children who have been the objects of ridicule, abuse and neglect in our schools.

DEATH ENDS CAREER OF CALIFORNIA EDUCATOR

James E. Potter, 53, Superintendent of the Fallbrook (Calif.) School District, died in a Riverside hospital on May 4, bringing to a conclusion his 26-year career as a California educator. He served as principal of the Fallbrook Union High School from 1921 to 1945, and had been at his superintendent's post since 1934. He graduated from Pennsylvania State College in 1917, and during World War I taught at the Ft. Lee Army Officers Training School.

Driving Course Inaugurated

Under the auspices of the Parent-Teacher Association, a student driving course was inaugurated at Abraham Lincoln High School in San Francisco last month. It is being conducted on a four-day a week schedule under the direction of the San Francisco Police Department's Traffic Safety Bureau with the cooperation of the high school faculty.

Commenting on this new course, which is the first of its kind in San Francisco, Henry E. North, chairman of the Traffic and Highway Committee of the San Francisco Chamber of Commerce, stated, "This educational program will contribute a great deal toward making students of high school age traffic-safety conscious. The Parent-Teacher Association is to be congratulated for its wise step. It is my hope that this program will be extended to all the San Francisco high schools."

"To me it seems irrefutable that the present school curriculum which we mostly inherited from our agricultural forebears, is more a part of the life of yesterday than it is a part of our atomic age."

—*Paul R. Hanna.*

DO YOU KNOW?

What achievement test series has been completely revised and will appear on the market in its new form by the fall of 1947?

What achievement test was standardized on the largest number of elementary school children ever tested in a single testing program?

For what achievement test did the standardization involve 15,534,200 pupil-item responses?

Only one test is the answer to all of these questions:

METROPOLITAN ACHIEVEMENT TESTS: *New* FORM R

which will be available for use September, 1947

WORLD BOOK COMPANY

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Library News

Edited by MABEL R. GILLIS, State Librarian

OUR SPANISH-SPEAKING PATRONS

By Helen Luce, *Librarian*
San Bernardino County Library

San Bernardino County has a large Spanish-American population. Until a few years ago not many of these people were library borrowers. Aware of this, the library staff analyzed the situation to see why they were not using the library to any extent, and then made plans for reaching them.

The Spanish-American has been discriminated against by the Anglo-American in many ways, so he may have felt he would not be welcome in the library. There are communities where a Spanish-American cannot get his hair cut, and there are restaurants where he may not be served a meal. In order to assure him that he would be welcome in the library, we have had signs made to be placed in windows of branch libraries. These signs are in Spanish and they say that this is a free library and that books in the Spanish language may be secured.

A new Spanish-American borrower invariably asks the charge for taking out a book the first time. This indicates that as a group they do not realize that the County Library is tax supported and free to the public.

When Mexican Nationals first came to this county during the war, they were seen on the streets looking in the library, but did not come inside. The librarian in Chino had a sign made, inviting Nationals to come in and read Spanish books, and this invitation brought them in. They proved to be a group of well educated men to whom the library was a great satisfaction. Mexican Nationals were also located in small and somewhat isolated communities where we have very small library stations. To places like Hesperia and Essex, tiny spots far out on the desert, we sent collections of books in Spanish for these new readers. Sometimes we received reference questions from them, and these had to be answered in the Spanish language. Fortunately, we had on our staff at headquarters a Spanish-American junior college student who translated needed material.

In further analyzing possible reasons why Spanish-Americans were not using our libraries to any extent, we looked over our collection of books in the Spanish language and began extending it. We bought many good juvenile titles—to name but a few, translations included Heidi, Grimm's Fairy Tales, Jack the Giant Killer, Ali Baba and the Forty Thieves, and the Arabian Nights. In the original we secured such titles as Hermanito, by Luis Arena; Cabeza de Fierro, y otros cuentos, by C. C. Virgil; and Simon Bolivar by Emilio Perez.

Books for Children

Our children's books in Spanish have met with varying degrees of popularity in different branch libraries, but on the whole they are sufficiently used so that we are continually on the lookout for replacements and for new titles. Many children who speak Spanish in the home are not able to read the language, but where the books are popular the parents read them to the children. This practice we want to encourage, and we like to give the children an opportunity to know the writings of Spanish, Mexican, and Latin-American authors and to read the folklore of these countries.

For adults, we have supplemented our collection of standard works of Spanish writers by adding titles of modern Latin-American authors and translations of modern American books. A few titles that have proved popular are: Green Years, Cronin; Gone With the Wind, Mitchell; La Serpiente de Oro, Alegria; La Sombra del Caudillo, Guzman; and Caballero de El Dorado, Arciniegas.

Some firms from whom we have bought Spanish and Latin-American books include: Editorial Ercilla, S. A., Calle Agustinas 1639- Casilla de Correo 63D, Santiago de Chile; Franz C. Feger, 70 Fifth Avenue, New York 11, N. Y.; Foreign & International Book Company, Inc., 110 East 42nd Street, New York 17, N. Y.; and Banks Upshaw & Co., Dallas, Texas.

One small community in our county is predominantly Spanish-American. Originally Guasti was inhabited largely by Italians who worked in the grape vineyards, but through the years there has been a shift, so that it is now largely Spanish.

In the school we have established a small community library station which is managed by a young Spanish-American woman. A native of Mexico, Mrs. Herrera was educated in California and is working toward securing her naturalization papers. Most of her patrons were educated in the United States and therefore read books in English. One man, however, enjoys the fairy tales in Spanish that his daughter brings home.

There is in this school a Mothers' Club, among whose members are many who do not speak English. The library was instrumental in bringing to this group the County Home Demonstration Agent and we are planning now to send one of our own staff members to give a talk in Spanish. This will be at the close of the school year and will stress the benefits of children's reading during the summer. It has been found that these children lose some of the progress they have made in school if they do not continue to read English during the summer. Our library is open the year around.

Spanish Application Card

For this branch, and for others where there are Spanish-speaking residents, we have prepared for distribution a Spanish translation of our borrower's application card. We are finding that by sending home this translation with children, the cards are properly signed and returned promptly.

Although we have no segregated schools in this county, we do have schools in which the enrollment is predominantly Spanish-American. We urge teachers in these schools to take their classes to visit the community library. For many children this is their introduction to the library and often a story and information on how to secure a card and how to use the library make them anxious to become regular borrowers. Since many of these children have non-reading parents, we find impetus from the teacher a great help in introducing the library habit. There have been as many as one hundred little Spanish-American children at a story hour in the Chino Library and one story of which they are particularly fond is "Sancho and His Mule."

It is difficult to secure figures to substantiate the assertion that more Spanish-Americans are now using our branch li-

braries, but single instances are apparent. To mention only one, a few years ago there were almost no Spanish-Americans using the library in Chino. Now, nearly every night you find about forty young Spanish-American high school students in the library.

We feel that the effort on our part to serve our Spanish speaking citizenry is showing results and that our continued efforts will pay dividends in making our communities more democratic and in improving relations between Anglo- and Spanish-Americans.

NEWS NOTES

A new home-town radio station, KTIP, opened in Porterville recently and a story about it appeared in *Life*. Mrs. Dorothy D. Margo, librarian of the Public Library, was shown in a picture of the book forum, which she conducts over the new station each week. The caption indicated that the forums are responsible for a 10 per cent rise in library circulation.

Dr. Evelyn Steel Little was the principal speaker at the meeting of the Mt. Shasta District of the California Library Association in Alturas, April 19 and 20. Her subject was "Ordeal by Thinking." Dr. Little is Dean and Librarian of Mills College and this year's president of the California Library Association.

Librarians attending the meeting of the California Association for Adult Education at Asilomar, April 25-27, were Mrs. Etta Judd of the Oakland Public Library, treasurer of the Association; Margaret Klausner, librarian of the Stockton Public Library; and Thelma Reid, Field Representative of the State Library. Three groups considered various adult education needs and patterns of community cooperation and brought their recommendations together at the last session.

Mrs. Ruth Hardin took office as Tehama County Librarian on April 15. She went from the Lodi Public Library, where she was Children's Librarian. Her previous library experience had been in the Albany City Schools and the Napa County Library.

Dorothy Dorland, former Tehama County Librarian, became Librarian of Solano County on April 1.

How to see twice as much on your trip East this Summer

Other railroads have only *one* route to the east. As the little map shows, Southern Pacific has *four*.

Here's what this means to you:

By going east on *one* Southern Pacific route and returning on another Southern Pacific route, you see a different part of the United States each way. You actually *see twice as much* as you would by going and returning on the same route.

Go one way

Going east, for example, you might like to try our Overland Route. See San Francisco, the High Sierra, Reno, Great Salt Lake, the Rockies. Or you could go on the Sunset Route, via Los Angeles, San Diego, Southern Arizona, the Mexican Border country, El Paso, San Antonio, Houston, New Orleans and the Old South.

Return Another

Returning, two other routes are available. You can travel the Golden State Route through the Midwest and Southwest. See El Paso (Carlsbad Caverns National Park), Tucson, Phoenix, San Diego and Los Angeles. Or you can return over our Shasta Route via the Evergreen Pacific Northwest. See Portland, Mt. Shasta and San Francisco. (Enjoy side trips to Crater Lake and Shasta Dam, or Redwood Empire tour.)

Fine, fast trains serve you on all four routes, and more streamliners are on the way. Stopover as you please en route. Any Southern Pacific agent will be glad to help you plan your trip.

S·P

The friendly Southern Pacific

Dr. Baxter's Report on Germany

(Continued from page 5)

program as their curriculum was entirely lacking in all phases of the subject. She was encouraged to note that there are German educational leaders who realize that the social relations within the school and within the community are foundational to a better life in Germany.

Commenting on the denazification program that has been necessary in the selection of teachers, Dr. Baxter said that it was unfortunate that most of the vigorous young men of the country had to be eliminated from any active participation. Figures showed only nine male teachers between 20 and 30 were in the entire school system. Nine other male teachers were between 70 and 80 years of age. A further breakdown of teachers' ages in Bremen was made to show how it has been necessary to place the task of instructing youth in the hands of pre-Nazi Germans. Figures showed that 161 teachers were between 30 and 40, 284 were between 40 and 50, 363 were between 50 and 60, and 221 were between 60 and 70.

Speaking for the entire group of educators, with whom she had been serving in Germany, Dr. Baxter said that the educational rehabilitation of Germany had just begun. She stated "There is a long path ahead to teach Germans to live democratic. Germans haven't learned this."

She was convinced that Germany will go the way of the stronger leader. Observers in Germany feel that the United States or Russia will be the pacemaker as France and Great Britain seem to be taking a lesser role in German affairs. If this country is to play the dominant role in Germany's re-education it will require a great investment and long years of hard work, she added. She felt that if we lose ground at this time it would be harmful.

In her concluding remarks, Dr. Baxter said that she was convinced that many Germans did not know what was going on in their country during the Hitler regime. Schools had been completely authoritarian and entirely dominated by Nazi ideologies. Dr. Baxter felt that four basic concepts must be kept in mind in guiding the German people: (1) Cooperative human relations, (2) Organic group unity, (3) Stable emotional control, and (4) Intelligent behavior.

Jottings of a Traveling Bookman

(Continued from page 4)

the state and national educational organizations were "scab" outfits and that the only improvement of past years had come from the fact that the teacher unions had forced improvement by being militant and by tying up with other union groups so that boards of education had granted higher salaries while states had made more adequate provisions for school support.

The union speakers refused to concede that the teacher organizations had ever accomplished much, while the teacher organization group pointed to the small number of teachers totally employed in the United States actually members of the two union groups. One side was arguing for education and its teaching forces to continue to consider their duty to be to all of the children of all of the people of the whole country, while it seemed the union argument was for class distinction and to put union interests and the interests of the teachers above those of service. One side seemed to stand for professional interest of a calling, while the other intimated work by the hour, and time and a half for overtime.

Good Books FOR CHILDREN'S READING

NEW SCIENCE - GEOGRAPHY SERIES

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"UNESCO Plans Long Range Universal Education Program"

HERBERT C. CLISH
Superintendent of Schools, San Francisco
(Story on Page 5)

September, 1947

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Jottings of a Traveling Bookman

By
W. M. CULP

EDUCATION BECOMING NATION'S RESPONSIBILITY

In these days of "Awwdeaux" (After World War Two) education is either coming into its own or is well on its way toward that end. The reason basically for this condition, at least as far as the United States is concerned, is the common realization of the majority of the populace that higher education is not only for the monied classes but is fast becoming the responsibility of the nation as a whole. Public education for the youth of the land, mandatory in every state in the Union up to at least 14 years of age, and in some now to 18 years of age, is a part of the national pattern. The step forward of the Federal Government guaranteeing the advanced education of the GI's and furnishing funds for that purpose shows the trend of the times.

With the demand for further federal financial support for both elementary and secondary school systems we now have the further suggestion by Dr. Thad L. Hungate of Teachers College, Columbia University, that it would be well to consider the financing of higher education by public funds, and even the financing of students attending such institutions, in need of aid, to be repaid out of future earnings. In his study on "Financing the Future of Higher Education" he predicts that by 1965 three billion dollars will be required to finance the nation's program of higher education, which is three times the amount spent at the present time. He predicts a university and college enrollment of some 2,500,000 which is 60 per cent over the prewar enrollment. His analysis states that previous to World War II the student and his family paid, on the average, 68 per cent of the cost, public funds provided 20 per cent, and philanthropy made up the remaining 12 per cent. Since the end of the war the increased tuition costs have increased the share paid by the student tremendously. He considers the trend toward publicly supported colleges inevitable in a society where higher education is sought by an increasing proportion of the nation's youth.

AMERICANS DON'T KNOW EUROPEAN GEOGRAPHY

After some six years of world turmoil in which the daily newspapers were filled with the names of foreign nations, their citizens and cities, and with maps in daily reproduction, a recent Gallup poll showed that United States citizens as a whole were hazy on European geography. Such a simple test as asking a person to identify on a map twelve of fourteen European countries showed most lamentable results. Only one-third knew where Greece was on the map. Nearly one-half do not know where Spain is. One-third cannot locate France. Only one in four can pick out Czechoslovakia; still fewer can find Hungary, Bulgaria, Yugoslavia, or Rumania. Even people who have had college training fall down badly in identifying various Balkan countries. Six out of ten don't know where Czechoslovakia is, and seven out of ten miss Bulgaria and Rumania. More than a third of the people who have had a college education cannot find Holland on the map of Europe. The same is true of Greece and Poland. With the radio, newspapers, magazines, and books filled with fact and propaganda as to how the United States has to carry the burdens of the world, this study gives an inkling that either the American education system has been lacking in giving adequate instruction in the geographical field with its social implications or it indicates that the greater proportion of American voters are just not interested.

SCHOOL DISTRICTS PLAN ADVERTISING FOR HELP

In these days of teacher shortages it is a news item when the Attorney General of California holds that school districts may publish advertising pamphlets outlining the advantages of teaching in their districts, and that they may advertise for teachers in local newspapers and in out-of-state papers. With maximum salaries in many California school districts now in the $5,000 brackets and the state minimum $2,400, some of the teacher shortage is due to the fact that administrators are shying away from signing up older teachers who qualify for the higher brackets. They are looking for beginners of whom there is a dearth. On-the-shelf-at-forty is starting to bedevil the teacher who wants to change systems where the salary schedule is more to his or her liking.

DR. ENGELHARDT MAY BE ASKED TO MAKE SURVEY

The San Francisco City Board of Education has under advisement a plan for a $200,000 survey of the city's school building needs. The Board is considering employing Dr. N. L. Engelhardt, associate superintendent of schools of New York City, and his staff for this study. The idea behind this survey is to have a national authority present expert conclusions which fit the local scene without being swayed by local pressures of a non-educational nature. If the survey is decided upon it is hoped to have it presented as the best possible program for the San Francisco school system for the consideration of the voters in bond issue form next spring.

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
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Vol. LIII, No. 6 September, 1947

LOS ANGELES AREA IS TEACHERS' SUMMER MECCA

The Los Angeles area is fast becoming the Mecca for teachers seeking summer session courses for refresher purposes, units for degrees, personal pleasure, or as a requirement for advanced salary rating. The University of California at Los Angeles, out Westwood way the other side of Beverly Hills and Hollywood, is pulling its thousands of summer students. Here, Dr. Edwin A. Lee, Dean of the School of Education, and Dr. Jesse A. Bond in charge of teacher training have had unusual influence. On the other side of town, the University of Southern California is fast pressing Columbia University as the summer education center of the United States. U. S. C., this past summer, enrolled 11,699 students in the regular session running from June 23 to August 2. Of this enrollment 10,772 were in the day school, 107 in medicine, and 820 in night school. Dr. Osman R. Hull, Dean of the School of Education, and his associates had provided some 120 education courses that covered the gamut of educational trends and philosophy quite thoroughly.

CALIFORNIA BOOKMEN HOLD SUCCESSFUL EXHIBIT

The California Bookmen's Association University of Southern California Summer Session Book Exhibit, held for four weeks from June 30 to July 25, was one of the most successful in recent years from the point of view of interest and number of visitors. Twenty-three companies had exhibits in two rooms of the Education Annex Building on the U.S.C. Campus. Elbert F. Burrill of Ginn & Company, president of the association, had placed a committee of three in charge of the exhibit, consisting of Charles B. McVey of Henry Holt & Company, Richard M. McKeon of McCormick-Mathers Company, and William B. Ryan of Allyn and Bacon. Companies exhibiting, and their representatives, were the following: South-Western Publishing Company, Ray Anderson; Houghton Mifflin, Ray H. Loomis; American Book Company, Donald H. MacGregor, Harry L. Kaiser; Benjamin H. Sanborn Company, Ray B. Azeltine, C. W. Roadman; D. C. Heath & Company, Edgar M. Wilson; Macmillan Company, Charles E. Cave, A. M. Johnson; Lyons & Carnahan, Loraine Birong, E. C. Dudley; Laidlaw Brothers, Louis C. Bigge; Gregg Publishing Company; Harcourt, Brace & Company; Ginn & Company, Elbert F. Burrill, James Otis Tuttle; Silver Burdett, John S. Osborne; Harr Wagner Publishing Company, W. M. Culp; Row, Peterson, Ned W. Hill; Henry Holt and Company, Charles B. McVey; Prentice-Hall, Rudolph M. Fjelstad; Scott, Foresman, O. C. Keesey, H. B. McAllister; Allyn and Bacon, William B. Ryan; John C. Winston, M. F. Hoerger, B. Ray Morris; World Book Company; McCormick-Mathers, Richard M. McKeon.

DR. MERIGOLD VISITING IN LATIN AMERICA

Dr. Dorothy C. Merigold, Co-ordinator of Languages of the Los Angeles City Schools and the University of California at Los Angeles, is taking a sabbatical leave during the 1947-48 school year. She is spending the year visiting educational institutions in Mexico, Central America, and South America. Her itinerary includes stops in Mexico City, Panama, Bolivia, Ecuador, Chile, Argentina, and Brazil. Dr. Merigold expects to stay some time in Rio de Janeiro and Buenos Aires. Travel will be by airplane. Dr. Merigold is an accomplished linguist, being fluent in both Spanish and Portuguese as well as French, Italian, Swedish, and Russian.

She is a Stanford graduate of the class of 1913 and has held her present position in Los Angeles since the inauguration of the Co-ordinator System between the City of Los Angeles and the University of California some years ago.

CHILD WELFARE MEETING

The California State Conference on Direction and Improvement of Instruction and Child Welfare will meet in San Francisco on October 26 for a three day session. Proceedings will be under the auspices of the State Department of Education and California School Supervisors Association, and the association of Child Welfare and Attendance.

The annual convention of the California County, City, and District Public School Superintendents will be held in Sacramento from October 1 to 3. The State Department of Education will sponsor the meeting.

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Western School News

Edited by MORRIS WAGNER

NEW SUPERINTENDENTS APPOINTED

Probably at no time in the history of education in the United States has there occurred in so short a period so many changes in the top superintendencies of the country. The 1947-1948 school year starts out with new heads planned for such places as New York City, New York; Chicago, Illinois; Kansas City, Missouri; Denver, Colorado; San Francisco, California; Portland, Oregon; Long Beach, California; and New Rochelle, N. Y. At this time of writing the position at Kansas City has not been filled and Assistant Superintendent of Schools Sim Joe Smith of New Rochelle, N. Y., is still designated as acting superintendent of schools of that city, but persons for all of the other positions have been selected.

Of these eight positions only two have been filled by men of the same system promoted to the head superintendency. New York City, and Long Beach, were in this category. Dr. William Jansen, assistant to the superintendent of schools in New York City, was promoted to the superintendency and in Long Beach, Assistant Superintendent of Schools Douglas A. Newcomb, became superintendent. There is another similarity between these two men and places, because both of them are natives of the city in which they live and both have risen from the position of teacher through various advancements to the first position in their school system.

Dr. Hunt in Chicago

Of the other men Dr. Herold C. Hunt left the city superintendency of Kansas City to head up the superintendency of Chicago, the second city in the United States. Dr. Kenneth E. Oberholtzer, superintendent of Long Beach advanced to the city superintendency of Denver, Superintendent of Schools Paul A. Rehmus of Lakewood, Ohio, became superintendent of schools of Portland, and in a jump from coast to coast Dr. Herbert C. Clish, superintendent of schools of New Rochelle, became superintendent of schools of San Francisco.

With the advancement of salary schedules for teachers throughout the country that of superintendencies kept pace. Both New York City and Chicago now pay $25,000 per year and San Francisco has advanced into the $18,000 class. Another advancement which the Department of Superintendents of the N. E. A. have been advocating and stressing for years is the more universal adoption of the premise that the Board of Education is the policy making body of the school system, while the city superintendent of schools is the executive officer in full charge of the educational, business and operational departments of the system. The legislature of the State of Illinois changed the laws regarding the organization of the City of Chicago's schools so that now the superintendent of schools is the chief executive officer and the Board of Education is the policy making group. The San Francisco Board of Education publicly announced that it would conform to this policy. Of the large cities in the United States this leaves only Philadelphia, Pa., and St. Louis, Mo., as places where the city superintendent of schools is only head of the educational forces of the system, while the business and operational forces continue to look directly to the board of education for orders.

Dr. Clish Comes West

The selection of Dr. Herbert C. Clish, superintendent of the New Rochelle city schools, to succeed Dr. Curtis E. Warren as superintendent of the San Francisco city and county schools was one of the major appointments on the Pacific Coast this past summer. Dr. Clish has held for the past seven years the city superintendency of New Rochelle, a $14,000 paying position. New Rochelle, with a population of some 60,000 persons, is within the metropolitan area of New York City. It lies on the waters off Long Island Sound some fifteen miles north of that city. It is one of the oldest cities on the Atlantic Coast, settled first in 1628 by some French Huguenots. It has metropolitan characteristics in that the population consists of sections of people of the highest and lowest economic status. It has Negro and Italian populated sections, but on the whole the town is noted for the number of suburban estates whose heads draw their income from positions or businesses located in New York City. The school system is considered one of the best in an area, proud of the support given to education. The New Rochelle Senior High school is ranked in faculty, campus and building as one of the best in the East. In the elementary field there are a number of fine buildings as well as some older structures. During Dr. Clish's regime the school organization of the system was changed. It was of the 6-3-3 type, but the elementary schools are now of grades 1-7 and the senior high schools handle the pupils of grades from the 8th through the 12th year.

Former Positions

Dr. Clish is definitely a combined product of Connecticut and of the New York City educational environments. He is 47 years of age, married, with a daughter 10 years old. San Francisco newspapers made much of the fact that he is a Catholic, the first of that faith holding the superintendency in San Francisco since Alfred Roncovieri. His B. S. is from Yale University and he received his M. A. degree from Teachers College, Columbia University in 1927. His Ph. D. was from the same institution in 1940. His educational career contains that of teaching at Litchfield, Conn., the superintendency at Bristol, R. I., and the assistant superintendency of schools of New Haven, Conn. It was from New Haven that he followed Herold C. Hunt seven years ago as superintendent of the New Rochelle schools. Dr. Hunt at that time was moving on to the Kansas City, Mo., superintendency. Dr. Clish is a Rotarian, a director of the American Red Cross, prominent in Y. M. C. A. work, educational director of the Air Training Corps of America, and was chairman of the Advisory Committee on Research of the N. Y. State Council of School Superintendents.

In San Francisco Dr. Herbert C. Clish finds himself the head man educationally of a city of more than 700,000 persons of a metropolitan area centered on San Francisco Bay inhabited by more than 2,000,000 people. Over 65,000 pupils are expected to be enrolled this year in the city's 110 schools consisting of one junior college, 9 senior high schools, 11 junior high schools, some 86 elementary schools, some Continuation schools, and 1 trade school—the Samuel Gompers. Around 3088 make up the number of teachers and personnel required to run the San Fran-

cisco school system. The city's operating budget this year amounts to $20,176,317. San Francisco claims that now its new single salary scale for teachers is the highest in the United States. It starts at $2,700 and with M. A. degree at the end of 13 years teachers will receive a maximum of $5,700. Consequently, Dr. Clish reports there is no teacher shortage for San Francisco.

Dr. Clish, during the opening weeks of his San Francisco regime, has made a most favorable impression upon the public.

Stress Fundamentals

He has called for stress upon fundamentals in the classroom, yet they are to be presented with modern techniques in mind. He has advocated the broadening and strengthening of the Guidance program of the city schools and has further outlined the development of one of the finest vocational programs in California. This program is to be predicated upon a survey of the vocational needs of the area and will be fashioned to fit students to fill the positions available with the idea of seeing that they, after training, are recommended for these positions.

Dr. Clish has not been afraid to break precedent in the opening weeks of his management. In San Francisco during the years there has grown up the custom of having none but women as principals of the elementary schools and promotions have in main part come through adherence to results of examinations given to personnel within the system itself. Dr. Clish has changed this by advocating the securing of the best person available in the country for the positions open. He has been backed up by his Board of Education.

The appointments that caused a break in old line precedent were those of Watt A. Long, assistant superintendent of the Portland, Oregon, schools, to the second educational position in the city as Associate Superintendent in charge of Instruction, Dr. Harold Spears of the Montclair Teachers College, Montclair, N. J., to be Curriculum Co-ordinator for the city, Edward W. Slockbower to be Art Director, and two men, William Cobb and William C. Jordan, to be elementary principals. William C. Jordan is a Portland, Oregon, school principal, while William Cobb is the first Negro to be appointed to a school principalship in San Francisco. Mr. Cobb is a Negro educator from Hawkins, Texas.

Associate Superintendent Watt A. Long comes to San Francisco after an outstanding career in the Pacific Northwest of educational achievements mainly accomplished in Portland. He has an A. B. from Pacific University, an M. A. from Oregon University and is well on his way toward a doctorate degree. His 23 years of educational experience contain three years of teaching in Silverton high school, Silverton, Oregon. While the remaining 20 years of Mr. Long's teaching experience have been in Portland, divided into 7 years in high school work, 7 years as an elementary school principal, 3 years as Intermediate Director of Grades, six months as Secondary Director, and since 1944, Assistant Superintendent of Portland Schools in charge of Curriculum, Instruction, and In-Service Training. Consequently, Associate Superintendent Long has a wide, active grasp of the whole educational set-up from the elementary through the secondary level. His In-Service training program in Portland has been considered unusually successful.

New Curriculum Co-ordinator

Dr. Harold Spears, the new Curriculum Co-ordinator for San Francisco, is considered one of the most outstanding men in that field in the United States. He is one of the most prolific educational writers and able educational lecturers in the country. He has four books on education to his credit and innumerable educational articles. An Indianan, Dr. Spears is a graduate of Wabash College, in 1924, with an A. B. degree. His M. A. was from Columbia University in 1931 and from the same institution he received an Ed. D. in 1939. From 1924 to 1934 he was teacher and assistant principal of the Bosse High School in Evansville, Indiana. In the same city from 1934 to 1941 he served as Director of Research and Secondary Education. From 1941-1944 he was principal and superintendent of the Township High School of Highland Park, Illinois. From 1944 to the present he has been Head of the Department of Education and Professor of Education at Montclair State Teachers College at Montclair, N. J.

DR. HAROLD SPEARS

In 1945-1946 Dr. Spears was on leave of absence from the Montclair position. He was sent to Chile by the State Department of the United States Government to direct a group of twelve educators from the United States acting as advisors to the Chilean government in the reorganization of the Chilean Schools. He is still retained as a consultant to this program, which was one of the cooperative cultural programs of the former wartime Office of Inter-American Affairs. In his new position Dr. Spears is capable of offering to San Francisco outstanding advice as to curriculum problems and improvements.

CAL POLY WINS WORLD PUBLICITY

The California Polytechnic College at San Luis Obispo received international publicity on their unique "upside down" educational system last month when *Reader's Digest* ran an article, that had been written for *The Country Gentleman* by Frank J. Taylor, entitled "Take a Cow to College—and Make it Pay."

The article explains how the theories of Julian A. McPhee, the school president, have been successfully tested during the past dozen years. It was his idea that the educational pattern of the college should be that the student receive practical instruction in occupational skills before the background courses in science and the humanities are offered. President McPhee points to his boys and their accomplishments to speak for the system.

The "project system" which enables a student to "earn while he learns" is described in the article: "Three thousand dollars borrowed from a San Luis Obispo bank became the capital of the Foundation Corporation, which maintains a revolving fund that is a sort of RFC for students. A freshman who can't bring livestock to college with him goes before the Project Fund directors, outlines a project, and signs a note for enough capital. Or he can buy a used engine or a farm implement, overhaul it and sell it; or join a group and feed a small herd or several hundred chickens or grow crops on a cooperative basis."

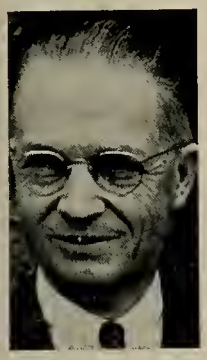
The article explains that each student must keep records on his project. When the animal is sold, or his job is completed,

the student receives two out of every three dollars that were cleared. The other dollar goes to the Project Fund, which has long since paid off the original $3,000 note and now maintains a revolving fund of $90,000, built up out of its one-third of the projects.

At present the college is being flooded with letters from prospective students, educators, and other persons who are interested in learning more about California Polytechnic's approach to occupational training on a college level.

EDUCATORS STUDY PROBLEM OF TEACHER SHORTAGE

Teacher recruitment, emergency teachers, and the present and future demand for teachers in California were the principal topics of discussion at the Joint Su-



DEAN
A. R. LANG

pervisory Conference held at Fresno State College last May 23. A. R. Lang, Dean of Professional Education at the college was in charge.

Pat Kelly, regional representative of the California Teachers Association, presided over the opening session of the conference. He described the state-wide program of recruitment being conducted by the C. T. A. In the discussion that followed W. Harold Kingsley, C. T. A. Director of Recruitment, stated that five thousand new teachers are needed for classrooms in the state this fall. He added that only 1535 credentials were being presented this semester, leaving a deficiency of 3465.

Teacher Shortage Facts

Other facts brought out about the teacher shortage were: greatest shortages are in the rural areas; there is a general need for teachers in art, home economics, English—especially remedial, women's physical education, Spanish, and shop; and the need for kindergarten-primary teachers is especially acute.

The program for teacher recruitment for this year and next year was outlined by Armanda B. Bonwell, C. T. A. Statewide Chairman of Recruitment. Procedures and materials include: use of pamphlets and posters, which can be obtained from the recruitment headquarters at 610 So. Figueroa Street, Los Angeles; panels and spot announcements on the radio; cooperation from lay groups such at the P. T. A., Kiwanis Clubs, churches, etc.; C. S. T. A. activities in colleges; recruitment committees in high schools; guidance and counseling in high school; fall conference of high school counselors; resolutions encouraged by local boards of education for publicity; and in-service training for teachers to help in guidance toward teaching as a profession.

J. David Laird, Superintendent of the Tulare Elementary Schools, presided over the afternoon session. The discussion opened with Aubrey A. Douglass, Associate State Superintendent of Instruction, speaking on the emergency teaching personnel and the excellence of many of them, the need and possibility of a provisional credential to replace gradually the emergency type of credential, and tentative plans for a bachelor of education degree with a program leading to the regular credential.

Need 40,000 Teachers

Whether 40,000 new teachers would be a reasonable estimate of the need for the next eight years was one of the points of the panel discussion that followed. It was pointed out that several counties expected to double their student population within ten years. Another fact noted was that high school enrollment in the state has not increased as greatly as elementary schools. The high schools should feel the effect in about two years when the elementary group will be in the high schools.

Concerning the Bachelor of Education Degree, it was declared that it may soon be set up for teachers as such a proposal has been placed before the State College Deans and Presidents. It may be worked in with the provisional credential so that applicants could receive a standard credential. Members of the conference thought it impractical however, unless the B. E. Degree would be recognized as same as the B. A. Degree.

* * *

The National Education Association's Department of Secondary Teachers have announced that they will sponsor a "National Audio-Visual Education Week," to be observed from October 27 to 31.

EDITORIAL TRIBUTE PAID TO STATE SENATOR SLATER

The unexpected death of Herbert W. Slater, who succumbed last month following a heart attack, concluded the career of the dean of California legislators and an outstanding friend of education. During his 37 years in the State Legislature, as the representative of the Sonoma area, he sponsored numerous education measures. He had become almost the permanent head of the Senate Committee on Education.

Among the many editorial tributes his passing inspired is the following from the San Francisco News.

SENATOR H. W. SLATER

"Death of State Senator Herbert Slater takes a valiant and noble figure out of California legislative affairs. His 37 years of unselfish service, the last 20 of which were in spite of the handicap of total blindness, were noteworthy for integrity, staunch devotion to the public interest, sincere sympathy for the underprivileged and a fierce protective attitude in behalf of the state's system of free education. He was one of the Progressives from the Hiram Johnson era who never forsook the forward-looking principles that carried that movement so far.

"The voice of intelligent liberalism in California's legislative halls is weakened by his passing."

DR. GRINDSTAFF ACCEPTS ALAMEDA SCHOOL POST

Dr. Leonard L. Grindstaff, curriculum coordinator of the Palo Alto public school system for the past two years, recently announced his resignation from that post to accept the newly created position of curriculum coordinator with the Alameda

DR. LEONARD L. GRINDSTAFF

city school department. In his new capacity he will serve as a general supervisor of instruction in both the elementary and high schools of Alameda.

Dr. Grindstaff has been associated with a variety of educational endeavors in California. Previous to his work in Palo Alto, he was general supervisor of schools in Modoc County and director of instruction in the city of Santa Barbara. During the summer of 1943 he served on the faculty of Claremont College and in the summer of 1946 was on the faculty of the University of Oklahoma. He has been appointed to the staff of the University of California for the coming summer session. During his stay in Palo Alto he also served in the Extension Division of San Francisco State College.

ENGLISH TEACHERS PLAN SAN FRANCISCO MEETING

A nationwide curriculum study will be a focal point of discussion at the annual convention of The National Council of Teachers of English, which will be held in San Francisco, November 27 to 29. This thirty-seventh annual meeting is being held in the West for the first time.

General chairman for the convention is Henry C. Meckel of the School of Education at the University of California. He is being assisted by other English instructors from the colleges and schools of the Bay Area.

The Council president, Porter G. Perrin of Colgate University, will preside at the business sessions of the convention. He will be assisted by Thomas Clark Pollack of New York University, the first vice-president; Harlen M. Adams of Chico State College, second vice-president; and W. Wilbur Hatfield of Chicago Teachers College, secretary-treasurer of the organization.

The St. Francis Hotel in San Francisco has been selected as convention headquarters.

Dr. Van Patten Relieved of Library Direction By Dr. Faust; Accepts New Professorship

Dr. Nathan van Patten, Director of Stanford University Libraries, for 20 years, is now associated with Stanford as Professor of Bibliography, Donald B. Tresidder, president of the University announced on September 1. Dr. Clarence H. Faust, former dean of the Graduate Library School and Professor of Library Science at the University of Chicago has taken over the directorship of the Libraries.

The new appointment will relieve Dr. van Patten of Library administrative duties and allow him to devote full time to the acquisition of special collections and to teaching. He will continue his lecture courses on chemical literature and the use of reference books, and is preparing new courses on the history of printing, modern typography, and related subjects.

Dr. van Patten has been at Stanford since 1927. Previous to this he had been active in the field of education as chief librarian at Queen's University in Canada, reference librarian at the Massachusetts Institute of Technology, and librarian and instructor in chemistry at the College of the City of New York.

Dr. Faust comes to Stanford after having spent 16 years as a member of the faculty of the University of Chicago. Among the honors he achieved there was a $1000 University of Chicago award for excellence in undergraduate teaching in 1937. He has also gained prominence in the research field for his work in 18th century American literature.

GROVER ASSUMES NEW OAKLAND SCHOOL DUTIES

Charles C. Grover, who recently celebrated his twentieth year of association with the public school system of Oakland, California, assumed his new duties as Assistant Superintendent of Schools in charge of Elementary Schools on July 1 of this year.

CHARLES C. GROVER

Mr. Grover came to Oakland from Stanford University, where he had earned his master's degree in education and was working toward his doctorate, to serve as assistant director of research with the school department. Three years later he was appointed to the post of Supervisor of Tests and Classification. He spent two years in this position and then assumed the principalship of Whittier Elementary School. He entered his present job with fifteen years of administrative experience in Oakland elementary schools. This includes two years as principal of Whittier, two years in that capacity at Highland School, eight years as principal of both Glenview and Montclair Schools, and the past three years as the principal at Glenview.

Ethics Report Printed

The 1947 *Report of the Professional Ethics Committee* of the National Education Association has been published and will be available this month. This annual report, which summarizes the activities of this committee during the past year, contains the NEA code and twenty-five other codes of ethics prepared for various groups within the profession or closely allied to it.

Single copies of the Report may be obtained free of charge from the National Education Association Headquarters Office, 1201 Sixteenth Street N. W., Washington 6, D. C. There is a small charge for additional copies.

The week of November 9 to 15 will receive national observance as American Education Week.

AN AMERICAN EDUCATOR GOES TO JAMAICA

By Dr. Ben R. Crandall

Department of Vocational Counseling—Alfred University, N. Y.

Traveling on a freighter in a well appointed stateroom in the officers' quarters proved to be a very pleasant way to reach Jamaica, B. W. I. A new Chevrolet in the hold, for use upon arrival was a pleasant anticipation.

Leaving New York City in a heavy blanket of snow, with the Statue of Liberty hidden by a dense fog, it was a happy change to see San Salvador nestled in the blue Caribbean, as our first sight of land. A swing around the east end of Cuba and into Santiago harbor, through the tortuous entrance made famous by Hobson's sinking of the Merrimac off Morro Castle, made a pleasant and interesting interruption.

A day's sailing brought us along the south side of the Island of Jamaica. The land-locked Harbor of Kingston is one of the finest in the world. As you pass through the narrow entrance you do not realize that you may be passing over the sunken portion of one of the wickedest and richest cities of its time (old Port Royal), destroyed by earthquake in 1692.

The city of Kingston, with its 120,000 inhabitants, rises gently from the bay to the mountains, and with its beautiful homes on the hills in the background makes an impressive sight. It is both the capital and commercial center of the island. It is well supplied with government buildings, department stores, shops, garages, etc. Jamaica is a British crown colony over which a Governor is appointed by the King. Customs and tourists seem to be their largest sources of revenue. That automobile cost us plenty.

Making an educational survey of Jamaica proved a very interesting and challenging undertaking. Traveling over the island, visiting government, denominational, and private schools of all kinds was something of a revelation to one whose life work had been with the public schools of the United States.

Compulsory Attendance

Kindergartens are almost unknown outside of Kingston and most of them are private enterprises. The government is mostly concerned with pupils from seven to fifteen years of age for which there is something of a compulsory attendance law. The work offered during these eight years compares to our elementary schools. At the end of this period the student is the "forgotten man." The work is strong in the three "R.s," but lacks much of the enrichment and opportunities of our American schools. There seems to be considerable prejudice against our American school system. The cause is, apparently, that the denominational schools and private schools seem to be ranked largely on the success of their students in passing the "Cambridge Tests." These are sets of examinations prepared by an English Syndicate and issued through educational departments. Their aim is to prepare for examinations against our ideal to prepare for life.

The Government schools I visited, were seriously overcrowded. One had five classes of over forty each in one room. One of the largest and best had from sixty to eighty pupils per teacher. There were no single desks, all long desks with benches for seats.

Few College Courses

The much advertised private "colleges" proved to be only secondary schools of the rank of our high schools. There were few exceptions where students were taking classes of college grade.

Of the twenty-six institutions under the supervision of the Department of Secondary Education, only four were government schools. The others were private or mostly denominational schools in some cases receiving government subsidy. The most interesting of the government schools to me was the Technical School in Kingston. It had an enrollment of six hundred with a like number on the waiting list. Compared to our United States high schools, the plant and equipment would seem very inadequate and inferior. However, these Jamaican young men and women were getting a valuable training for home, shop and office, and for leadership. The retiring principal had done a great service under trying conditions. Another of the schools was the Stone Hill Industrial (for orphans and juvenile delinquents) which is doing a most commendable work in widely varied trades and industries, also in agriculture. Like the other schools it is sadly overcrowded. Planned for three hundred fifty it has over five hundred boys in attendance. A pleasant experience for us was a serenade by the school band.

Inadequate Teacher Supply

The government teacher training school prepares for elementary teaching only. The result is that the supply of qualified teachers in Jamaica, both elementary and secondary, is far more inadequate than in the United States.

Possibly a word of explanation regarding the population of Jamaica may be of help. Of the 1,237,000 people of all races reported in the census of 1943, the "Black" and "Colored" represent 1,180,000, followed by the East Indians and Chinese. The "Whites" have fifth place with the ratio of one to one hundred (1 to 100). The race situation, added to the wide differences in wealth and income, explains in part the presence of so many denominational and private schools. Religious denominations have always played a very important part in the educational facilities of Jamaica. In early days practically all educational facilities were provided by the Church. The practice still continues of sending the children of English families back to the home land and grandparents for their education.

One of the outstanding denominational schools might be briefly described as giving illustration of the way secondary educational privileges are provided.

"Friends Schools and Educational Centres" at Highgate, provide a fine comprehensive program of training beginning with pupils six years of age and continuing through secondary education, including training for social welfare work, social service in Jamaica, public health, and child-craft.

Develop Aptitudes

Guidance and vocational counseling is outstanding in this organization and students are given a chance for development along the lines of their aptitudes. A wide range of vocations is offered in cabinet making, carpentry, tailoring, shoe-making, and agricultural pursuits. The crafts are represented in weaving, pottery, basket-making, spinning, etc. Students showing mental and leadership ability are taken into the Rural Development Centre called

"Friends College" and prepared for the public services indicated above.

A large proportion of these students are resident, which adds much to the training they receive and the consequent efficiency in their home and community influence. The board and tuition for the year of three thirteen-weeks terms varies from $150.00 to $350.00. Fees and cost of materials must be added.

Many Private Schools

There are many private schools which serve a useful purpose and have proven profitable investments to their promoters.

Calibar is the oldest and probably the most substantially organized school on the island. This institution, under the Presbyterian denomination, offers in addition to secondary courses, a fine training of college grade in theology and christian leadership. This group has representatives from other protestant denominations in its membership and presents an especially high type of Jamaicans.

It was interesting to be told by the Head Master of this school, who is the Dean of the school men on the island, that he was born in Australia, was a "dyed in the wool" Englishman, that he was retiring and planned to settle in Riverside, California.

The much heralded "Ten Year Plan" intended for the general improvement of conditions in Jamaica has been in operation for over a year but nothing has come of it so far and the school men are pessimistic as to its real benefit to education. They fear there is too much politics in the undertaking.

University for Kingston

There is one hopeful development that has been initiated and may prove of real service. England and the West Indies Colonies are uniting in establishing the University of the West Indies to be located in Kingston. The head has already been sent from England. It will be sometime before the institution is put in operation and the plan is to begin with a medical college.

Driving some 1250 miles on this tropical island on its startling mountain highways with splendid road beds, was always a delight and occasionally a real thrill. Its abundance of tropical trees, shrubs, and flowers of brilliant color, and fruits innumerable, were a decided contrast to the snow-covered hills of New York. The most attractive place, it seemed to me, was Montego Bay on the northwest coast of Jamaica. We saw Lord Beaverbrook land his great amphibian on the Bay, while at the edge of the city was the airport where the tourists landed from Florida. However, the most elaborate hotel was in Kingston. The Myrtle Bank Hotel reminds one of the Mission Inn of Riverside, California. I fear the proprietors had associated with those of like profession in Florida, for the rates were from $18.00 to $24.00 per day.

Desire for Improvement

My concern, however, was with the more serious side of life in Jamaica. The extreme poverty of an overwhelming proportion of the population is pathetic. Their little thatched huts clinging to the sides of the mountains on their small plots tell the story. Among these native Jamaicans are many young people with ambition, ability, and a keen desire to make the most of themselves and help lift the standard of living among their own people.

Appreciating these conditions and feeling that they presented a real challenge, this Baptist (Seventh-Day) Denominational Group, through their Missionary Board, sent me to make an educational survey of the island, where they have a number of churches and a well established mission. This Denomination, though small, has always taken an active part in education, having established a number of educational institutions; among which is Alfred University, which in recent years has added to its campus, the New York State College of Ceramics, The New York State Agricultural and Technical Institute, and the School of American Craftsmen.

The trip home, by Clipper, was interesting. The Kingston Airport serves six international air transport companies. The "bird's eye view" (8000 to 15,000 feet) brought interesting contrasts, e. g. corrugated irons roofs in Jamaica, red tile in Cuba, with white roofs in Florida. Jamaica seemed to be an edge, Cuba great checker boards of sugar plantations, and Florida low and level.

Landing at Miami, it was good to be back in the grand old United States of America, and especially pleasant to meet my good wife for a delightful stay in Florida.

There are 275 junior colleges in the United States. There are 54 of these institutions in California with an enrollment of over 200,000 students.

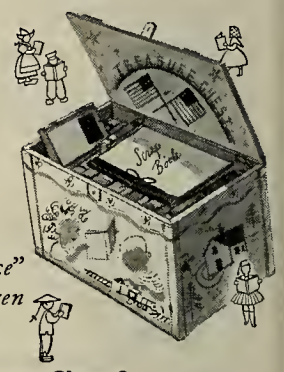
* * *

Dr. Floyd A. Cave, professor of government, San Francisco State College, is a contributing editor of *Governments and Politics Abroad,* a new book just off the press from Funk and Wagnalls Company.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting

Treasure Chest



A class project integrating reading with the "thrilling experience" of contacting children of another country.

What is the Treasure Chest?

A Treasure Chest is a gaily decorated box, filled with books, sent by children of the United States and Canada to children of other countries. Your class selects the age and place of the recipients.

Will your class get a reply?

Yes. Two scrapbooks are put in each chest. One contains letters, pictures, and original articles telling about the children who send it. The other is blank, to be filled and returned by those who receive it.

Are there any rules? Yes.

1. The books are chosen from a book list.
2. The books must be read by your class.
3. A scrapbook is composed by class.
4. A chest must be made and decorated.

If further interested, for book list and details, write Treasure Chest Committee, 551 Fifth Ave., New York, N.Y.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

UNESCO PLANS LONG RANGE UNIVERSAL EDUCATION PROGRAM

By Pearl A. Wanamaker
Washington State Superintendent of Public Instruction

When there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making. —*John Milton*

I remind myself of these words whenever I hear discouraging voices raised over our prospects for peace in a democratic world. Those of us who attended the sessions of UNESCO (United Nations Educational, Scientific, and Cultural Organization) held in Paris could have been discouraged by the speed of peace compared to the forest fire speed of war. Instead we are encouraged because, while the progress toward our goal may seem tortoise-like, still the procedures are democratic and the goal is clearly defined.

There will be much more arguing, much writing, and many more opinions before we can say we are well grounded in building our defenses for peace in the minds of men. All of this will be necessary—and is indicative of a democratic society—before a clear path is in view.

UNESCO may well have established a date long to be remembered in history and education when the first meeting was held in Paris, November 19, 1946. This was the first convening of the first recognized international and intergovernmental body concerned with education, science and culture. As an adviser to the American delegation I was privileged to attend these meetings.

Outline for 1947

The UNESCO program outlined for 1947 and now being carried out includes:

The reconstruction of educational, scientific and cultural activities in member UNESCO countries which have been devastated by the war.

A project of fundamental education, including an attack on illiteracy and the establishment of a universal basic minimum of education.

The promotion and encouragement of international understanding through teachers' seminars, improvement of textbooks and teaching materials, a study of teaching international understanding in schools, through clubs, adult education and the exchange of persons.

A project to study the establishment of an international scientific institute in the Hylean Amazon region of South America to coordinate research activities.

Thousands upon thousands of schools through Europe and Asia were reduced to ashes and rubble by the war. Teaching materials are nonexistent for the most part and there is the greatest need for everything from pencils to laboratory equipment. Libraries and museums have been wrecked or their contents scattered to the four winds. Teachers were victims of war.

The replacement of these schools, materials and personnel to instruct consequently becomes UNESCO'S first and most urgent task. For without schools wherein education for freedom may be absorbed the children of Europe and Asia will be open to the teachings of dictators.

UNESCO has taken definite steps to solve this problem in cooperation with international voluntary organizations. In February 1947, representatives of 52 international voluntary groups met together at UNESCO House in Paris to discuss practical means—to discuss how best democratic education may be provided these tragic children of war.

Need Many Materials

The equivalent of one hundred million dollars in money and materials was set as the goal for 1947-48. The campaign is not simply a money raising drive. The need is for the things — the reference books, the scratch paper, the musical instruments, the blackboard chalk—that money will buy.

The campaign for fundamental education is two-fold: the task of teaching the illiterates of the world (more than one-half the entire population of the world) to read and write and simultaneously a campaign to provide a basic minimum of education to all peoples.

In furtherance of this impressive undertaking a meeting in Nanking, China, was scheduled for this month. Experts from the entire Far East will convene to discuss progress achieved in breaking down this barrier to peace—illiteracy. Another panel will be held in Mexico City concurrently with the second UNESCO General Conference.

PEARL A. WANAMAKER
State Superintendent of Public Instruction
Washington

Several distinct projects are underway this year in carrying out the third broad plan of UNESCO—education for international understanding. They include:

An analysis of methods for developing international understanding on all educational levels. Through this analysis it is anticipated the techniques of teaching world understanding may be stimulated and advanced.

The seminar for teachers held during July and August near Paris. One hundred key educators from UNESCO'S 30 member states attended this first seminar to exchange ideas and techniques.

A study of materials and techniques for developing international understanding used in adult education. Information now being gathered throughout the world by panels of experts will be circulated among adult education groups to improve and coordinate this all important work.

Assistance to international relations clubs in schools, colleges and in youth organizations.

A draft model of textbook analysis and improvement and draft of a set of principles by which member states may analyze their own textbooks and other teaching materials. Preliminary work is being done at UNESCO House where textbooks of

Library News

Edited by MABEL R. GILLIS, State Librarian

THE A. L. A. COMES TO CALIFORNIA

The highlight of the California library world during the summer was the meeting of the American Library Association in San Francisco, June 29 to July 5. More than 2600 librarians from all over the country met in session there during that period. Preceding the general conference were two Institutes, one called "Reaching Readers: Techniques of Extending Library Service," held on June 26 and 27, and the other a Personnel Institute which met the 28th and 29th, with a clinic every morning during the week of the convention.

At the Institute on the techniques of library extension, leaders in other fields were heard, telling of the trend toward regionalization and cooperation, as means of reaching all the people. These specialists in other fields were followed by library leaders who described the methods so far tried out in the library world for a greater spread of library service. All the speakers in this two-day Institute were stimulating and the points made were helpful.

The Extension Institute was given under the auspices of the University of California Extension Division. Thelma Reid, Field Representative of the State Library, and Chairman of the County and Regional Libraries Section of the Extension Division of the A. L. A. made the arrangements between the Extension Division and the University Extension.

The leaders of the Personnel Institute were Louis J. Kroeger, Personnel Consultant, and Mrs. Eleanor H. Morgan, Assistant State Librarian, California State Library, and President of the State Agency Section of the Extension Division, A.L.A.

A National Plan for Service

One of the subjects that proved of very great interest at the conference was a national plan for public library service outlined by John S. Richards, Librarian of the Seattle Public Library. This plan, tentatively presented a year ago by C. B. Joeckel, Chairman of the Post-War Planning Committee of the A. L. A., proposes a smaller number of library outlets covering larger areas, and is aimed at the complete library coverage of the country.

Among the many fine speeches at the convention two by Californians outside the library profession are especially worthy of note. Dr. Eugene Staley, Educational Director of the World Affairs Council of Northern California, was the speaker at the Friends of Libraries Luncheon. Five hundred librarians, trustees and other friends of libraries gathered at the St. Francis Hotel for this meeting, which is one of the most popular affairs of each A. L. A. convention.

Dr. Staley emphasized the need for education in world affairs, for young people and for adults as well. He advised us to keep ourselves well informed, to be alert to methods of lessening group tension in our own community, to promote interest in public opinion, and to work through existing study clubs and other community groups. Dr. Staley's talk was both practical and inspirational. He ended with the following quotation:

"You say the little efforts
that I make will do no good;
They never will prevail
to tip the hovering scale
Where Justice hangs in balance.
I don't think
I ever thought they would.
But I am prejudiced beyond debate
in favor of my right to choose which
side shall feel the stubborn ounces
of my weight."

Mrs. Samuel Mitchell, Chairman of the Trustees Division of the A. L. A., gave warm words of greeting before the speaker of the day. The toastmaster was John J. Cuddy, President of Californians, Inc., and also President of the Board of Library Commissioners of the San Francisco Public Library. Mrs. J. Henry Mohr, another member of the Board of Library Commissioners, was Co-Chairman with Mabel R. Gillis, State Librarian, for the luncheon.

Dr. Hildebrand Speaks

"How Not to Control Atomic Energy" was the subject of an address by Dr. Joel Hildebrand, Professor of Chemistry at the University of California. Dr. Hildebrand was ably and interestingly introduced by the Chairman of this particular part of the program, Baldwin Woods, Director, University Extension, University of California. Dr. Hildebrand was so enthusiastically received that immediately a motion was made from the floor requesting the A. L. A. to publish the paper as soon as possible.

Delegates from Many Countries

Librarians, registered at the Conference, came from twenty-four countries, including the United States and Canada. Twenty-eight Latin American librarians, guests of the State Department at the Assembly of Librarians of the Americas which had convened in Washington during May, attended the Conference. One of the foreign visitors, who talked on the "Preservation of Peace through Cultural Cooperation," was M. Julien Cain, Director of the National Library of France. At the same session, Dr. Rubens Borba de Moraes of the National Library of Brazil also spoke.

Two of the fine forward looking talks at the Conference were by the outgoing President Mary U. Rothrock on "A Moratorium on Trivia," and Paul North Rice, the incoming President.

There were the usual Newbery and Caldecott awards for an outstanding author and illustrator of books for children and also several other awards for various types of achievement in library work. Two of the latter came to a California individual and a California library. The "Letter" award for the librarian whose work especially exemplified the human side of librarianship went to Natalie Mayo, Children's Librarian of the San Francisco Public Library. One of the John Cotton Dana publicity awards went to the Santa Barbara Public Library, Howard M. Rowe, Librarian, for a community between twenty-five thousand and one hundred thousand population for "Its concern with important public questions," and "The leadership it is giving in the field of education."

The Conference was notable for the many fine meetings of sections and divisions and for the simultaneous gatherings of several affiliated or related associations. The exhibits, too, were outstanding and, grouped around the main meeting place in the Civic Auditorium, they seemed to become, more than ordinarily, an integral part of the Conference.

Local Committee Arrangements

The first evening was given over to entertainment of the delegates by the local committee. This consisted of listening to the Standard Hour broadcast in the Opera House followed by a reception in the lower floor of that beautiful building.

Large numbers of the delegates took one of the three trips planned—down the Peninsula as far as Stanford University; across the Bay to Oakland and Berkeley, ending with a tea at the Claremont Hotel, a trip entirely by courtesy of the city of Oakland and the Oakland Library Board; and up the Redwood Highway visiting some of the famous wineries of Napa County.

The local committee which had so many duties in connection with the A. L. A. conference was very ably headed by Laurence J. Clarke, Librarian of the San Francisco Public Library. There were subcommittees on Hospitality, Entertainment, Visits and Tours, Local Information, Housing, Publicity, etc., all with San Francisco or Bay Area Chairmen. The various local groups worked faithfully and very successfully as was evidenced by the fact that the delegates to the convention expressed the greatest pleasure in the arrangements that had been made for them and in the successful carrying out of the plans.

NEWS NOTES

California library progress has been demonstrated recently by the establishment of two new county libraries. The El Dorado County Board of Supervisors took the necessary action to establish a library for that county and also immediately made an appointment of a County Librarian. Mrs. Bertha D. Hellum, graduate of the School of Librarianship at the University of California, formerly head of branches in the Sacramento Public Library and for nine years librarian of the Monterey Public Library, begins work on September 1, as El Dorado County Librarian. Mrs. Jessie M. Maynard, formerly librarian of the Placerville Public Library, has been appointed Assistant in the County Library. and will also serve in the local branch.

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The other recent county library establishment is that of Mono County, in which the Board of Supervisors has contracted with the Board in Inyo County for service from the Inyo County Library. The final contract was signed on August 4, and Anne Margrave, the Inyo County Librarian, has already made arrangements for the establishment of four branches in Mono County. It is also anticipated that service will be given to the schools of Mono County this year.

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Martin Thomas, graduate of the School of Librarianship, University of California, has been appointed Supervisor of Publications Distribution in the State Printing Plant. This is a new position made necessary by the law providing for the distribution of state publications to depository libraries in this state. The system is similar to the federal documents distribution plan, and is designed to promote a better distribution of state publications to libraries and a more efficient handling by libraries.

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On June 29 just preceding the opening of the A. L. A. Conference, the California Library Association held a session. The morning was given over to section meetings with a luncheon for the whole group at noon. The luncheon speaker was Carl Milam, Executive Secretary of the American Library Association, who discussed the necessity for an understanding of world affairs and especially indicated the importance of UNESCO. The speaker at the afternoon session was Dr. Lynn T. White, Jr., President of Mills College, who took as his subject "Americanism With a Grain of Salt."

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Mrs. Ruth E. Peters has been appointed librarian of the Curriculum Library of the Division of Elementary Education of Los Angeles County. The appointment was made because of the illness of Mrs. Esther Bishop who had been acting librarian for the past two years. Mrs. Peters, who now lives in Los Angeles, formerly resided in New York and is a graduate of New York State College for Teachers.

Educational information about the United Nations, including a copy of the UN Charter, bibliography, a list of films and film strips, and a study guide are now available. They may be obtained at no cost from the NEA Committee on International Relations, 1201 Sixteenth Street N. W., Washington 6, D. C.

NEA DELEGATES OUTLINE VICTORY ACTION PROGRAM

The need for a stronger professional organization and more adequately prepared teachers and administrators was voiced at the 26th annual National Education Association meeting held in July at Cincinnati, Ohio. More than 2200 delegates attended.

The delegation approved a twenty-one point Victory Action program which included: a $2400 a year minimum salary for teachers; higher educational qualifications for administrators and more adequate financing for their departments; objection to "organic affiliation of the profession, as a body, with any part of the national life that entertains an exclusive economic, religious, or political point of view"; retirement income for old age and disability; cumulative sabbatical and sick leave; reasonable class-size; equitable distribution of the teaching load; and unification of small, inefficient school districts in order to bring about greater educational opportunities to children in the rural areas.

Glen E. Snow, president of Dixie Junior College, St. George, Utah, was elected to succeed Pearl A. Wanamaker, Washington State Superintendent of Public Instruction, as president of the organization. Other new officers include I. R. Amerine of Mound Junior High School at Columbus, Ohio, as first vice president, and Gertrude E. McComb of Terre Haute, Indiana, as treasurer.

CITIZENSHIP CONVENTION

Three objectives were outlined at the National Conference on Citizenship held in Boston last May. They were:

1. To re-examine the functions and duties of American Citizenship in today's world.

2. To assist in the development of more dynamic procedures for making citizenship effective.

3. To indicate the ways and means by which various organizations may contribute concretely to the development of a more active, alert, enlightened, conscientious and progressive citizenry in our country.

The conference was planned and directed by the National Citizenship Committee of the NEA with the advice and cooperation of the United States Department of Justice and the Immigration and Naturalization Service.

EDUCATION BILLS PASSED BY CALIFORNIA LEGISLATURE

During the 57th Session of the California Legislature, which adjourned last June, 150 Senate bills and 289 Assembly bills dealing with Public Education were introduced. Before the end of the session 203 of these bills had been passed and presented to Governor Earl Warren for his signature. He approved all except eighteen of them.

Some of the more important bills were:

SB 724, introduced by Senator Herbert Slater, which abolishes the former $1800 minimum salary and establishes $2400 as the minimum salary for all full-time teachers.

AB 1625, sponsored by Assemblyman Ralph Dills, which increases the benefits under the State Teachers Retirement Law.

AB 2120, introduced by Assemblyman Francis Dunn Jr., sets up the method for distributing the $160,000,000 yearly State appropriation for the public schools. It provides that the smaller amount of assessed wealth per pupil there is in a school district, the larger will be the State apportionment to that district.

AB 98, sponsored by Assemblyman Lloyd Lowrey of Yolo County, sets up $20,000,000 of surplus State funds to be allocated to financially distressed school districts for needed school buildings.

SB 133, sponsored by Senator Slater, provides that up to $75 per year in excess of regular apportionments is furnished by the State for the education of mentally handicapped pupils.

AB 1551, introduced by Assemblyman Edward Gaffney, provides for sick-leave pay for teachers. A minimum of 10 days per year on full pay is guaranteed to each teacher for illness.

New CTA Official

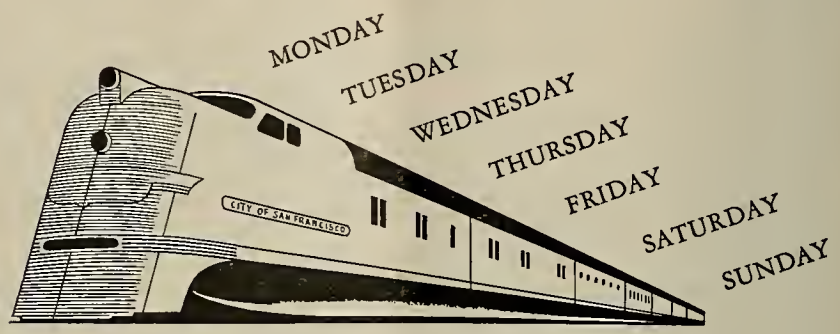
New officers of the California Teachers Association, Southern Section, were inaugurated on August 1. They include John H. French of Beverly Hills High School as president, and Lionel DeSilva of Los Angeles as executive secretary.

Read the October issue
of
The Western Journal of Education
for the story of
"The Los Angeles School System."

Starting September 1st

Streamliner "City of San Francisco"

LEAVES EVERY DAY!



Going to Chicago? Here is important news for business and pleasure travelers—the Streamliner *City of San Francisco* will leave *every day*, starting September 1st, instead of three times a week. It will continue the same swift 39¾ hour schedule to Chicago, over the direct Overland Route.

The daily *City* will be as luxurious as ever, with the smartest of Pullman sleeping cars, dining units, lounge cars. And for people who want the glamour of a famous streamliner with economy, there are sleek, reserved-seat reclining chair cars and a budget-helping coffee shop car. (Extra fare for chair car passengers, $5; for Pullman passengers $15.)

Now, you may reserve your Pullman space or chair car seats as *far in advance as you wish.* Reserving in advance is advisable because this great streamliner will continue to be one of the nation's most popular trains.

Faster "San Francisco Overland"

This popular daily train will be faster, starting September 1st. Just 48 hours, San Francisco to Chicago! No extra fare. A thrilling scenic day ride over the rugged High Sierra. Fine Pullmans, lounge car, diner. Economical reserved-seat reclining chair cars. Coffee shop car. Through Pullmans also to Salt Lake City, St. Louis and New York.

SCHEDULES · Effective September 1

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Lv. Berkeley	5.45 p.m.	11.47 a.m.
Lv. Sacramento	7.18 p.m.	1.40 p.m.
Lv. Reno	11.52 p.m.	6.40 p.m.
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WESTBOUND · *Daily*	*City of San Francisco*	*San Francisco Overland*
Lv. Chicago	7.30 p.m.	8.00 p.m.
Ar. Reno	2.27 a.m.	11.11 a.m.
Ar. Sacramento	6.55 a.m.	4.10 p.m.
Ar. Berkeley	8.28 a.m.	6.01 p.m.
Ar. Oakland (16th St.)	8.38 a.m.	6.12 p.m.
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The WESTERN JOURNAL OF EDUCATION

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Book Reviews

EXTERIOR AND INTERIOR OF RICHMOND'S NEW TRAVELING BRANCH LIBRARY. (See story on page 12)

October, 1947

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THE GOLDEN ERA, 1852-1895 · Since 1895, THE WESTERN JOURNAL OF EDUCATION

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By HARRINGTON WELLS

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Unit II:
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Unit III:
STRANGE FISHES

Unit IV:
FISHES, CRUSTACEANS, AND MOLLUSKS CAUGHT FOR FUN OR FOR FOOD

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made a real profession for themselves.

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President
ERWIN A. DANN
Principal, Fresno Senior High School
Fresno

State Executive Secretary
ARTHUR F. COREY
391 Sutter Street
San Francisco 8

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Jottings of a Traveling Bookman

By
W. M. CULP

EDUCATION AND THE WESTWARD MIGRATION

The vastness of the Far West is something to be seen to be realized. That is why one of the greatest migrations in history has been set off among the millions from army training camps who during the war years viewed the wide expanses, the lush valleys, and the dryness of the deserts, the heights of the Rockies and the Sierra Nevadas, the mightiness of the Colorado and the Columbia rivers, the richness of the Valley of the Great Salt Lake, the 400-mile bowl of the San Joaquin and Sacramento Valleys in California, the Salt River Valley surrounding Phoenix in Arizona, the Imperial Valley, and the great cities of Seattle, Portland, San Francisco, and Los Angeles with their surrounding satellites. A half million persons have come to California alone, and corresponding numbers to surrounding states. It is a movement which has not ended.

The effect upon education is rather more than dynamic. The eastern seaboard went through such an era of growth during the great migratory epic from Europe from the eighties on. The large families of these immigrants caused the addition of school building upon school building to such cities as New York, Boston, and Philadelphia. During the years of the depression the enrollment in these cities faded. Now, only with the rising birthrate have the lower grades started once more to increase. But growth and increase of school population with its resultant problems is facing practically every portion of the West from the smallest village to the largest metropolis.

Elko, Nevada, is a typical western community caught up in this whirl of onrushing population. Nevada is a big state with little population per square mile. But its small towns have a feel of bigness that eastern cities of ten times their numbers do not develop. Elko has now around 6500 persons within its limits. Situated on Highway 30 it is a natural stopping spot for travelers from Coast to Coast. It has many wonderful new auto courts and its three main caravansaries, the Commercial Hotel, the Stockmen's Hotel, and the Ranch Inn have accommodations and service equalled only by the largest cities in the country. The Brand Room of the Commercial Hotel is one of the sights of the town. For here upon the walls are the famous brands of the great ranches of the West. And not least among them is the brand of Bing Crosby, who has a large ranch in the vicinity of Elko.

Elko School System

It is axiomatic that any organization is only as strong as the direction heading that organization. That is true of the elementary school system of Elko. For twenty-four years C. M. Luce has been superintendent of schools of the elementary system. Though he was originally a schoolmaster from Indiana, the West has put its brand upon him and he has imprinted the brand of his personality and leadership upon his community and state in educational matters. For many years he was a prominent member of the Nevada State Board of Education. This year Nevada became one of the five states in the nation that made $2400 the minimum teacher wage. Superintendent Luce was one of the strong leaders of the superintendents' organization of Nevada that helped to bring this about. What Mr. Luce has accomplished in Elko he attributes to the backing of his Board of Trustees. He declares the aid of such men as President Milton J. Reinhart, Ray Sabala, and Clerk J. R. Berger has made working in education in Elko a pleasure.

Expansion Program

The program of development in Elko this year is two-fold. The first deals with the physical plant and the second with the faculty and the educational program. Twenty-five teachers this year have 652 pupils in two schools. After five years in which improvements could not be made because of the war and lack of labor and materials, this year and next year the Board of Trustees is collecting above the regular tax levies $35,000 for improvements with $30,000 allocated to be expended this year. The main school building is 27 years old. The outside of the building is being modernized with the removal of the cornice which with the years has become a hazard. Within the building the auditorium is being celotexed to perfect the acoustics. A visual education room is being equipped with projectors, films, and other visual aids, to which all classes taking such work will come. A director of visual education will correlate this visual program into the regular class program of each individual teacher. Fluorescent lighting is being added to many classrooms. Superintendent Luce has organized his first three grades into three sections according to ability and adaptability. No class has an enrollment of more than 28 pupils. Mr. Luce feels that this year he has the strongest faculty in his 24 years in Elko. Eight new teachers were added this year. The faculty has an increase of three teachers over last year. The new teachers come mainly from the mid-west as far east as Ohio. There is no salary in the system less than $2600 and five of the eight new teachers started at $2800. Teachers of former years service are getting from

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
Founded in 1895 by Harr Wagner

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$2700 to $3300. The scale is increased next year. We have been hearing that communities consider teachers something apart from the regular run of mankind. The Rotarians of Elko are doing something about this and as a step to see that the teaching force becomes a part of the community and gets to know the citizens personally, they are sponsoring meetings in which the teachers are brought as guests of individual members to become acquainted with the prominent members of the community.

FUNDAMENTALS STRESSED BY WYOMING EDUCATOR

For years as we have been wandering over the country we have been listening to teachers, particularly in the junior and senior high schools, who have deplored the trend toward dispersing student's time and interest among so many things that little of anything can be mastered and superficiality has been fostered. Until now we have met no superintendents that considered this problem. The usual idea seems to be to add new courses and extra-curricular activities, an hour here, an hour there, and to have curriculum directors make a name for themselves by developing new programs. In E. M. Thompson, superintendent of schools of Rock Springs, Wyoming, we have an educator who believes in doing something to combat this trend. In running his system during these many years he has held to fundamentals such as reading and arithmetic. He has not put in courses in the junior and senior high schools of one period a week, or two this week, and three next week. He has set up courses of 70-minute periods, half for recitation, half for supervised study in which basic subjects are studied. He holds his pupils to four basic subjects in which art and music and the shops become as basic as the old line subjects. He does not hold to the idea of a brilliant student rushing through in three years with just enough units to graduate. Such pupils are kept for four years but are allowed to take additional courses with enrichment of experience in mind.

EDUCATIONAL EXPANSION AT COLORADO SPRINGS

Certain cities of the West stand out with distinct individuality. Such cities are Tucson and Phoenix of Arizona, Albuquerque and Santa Fe of New Mexico, Palm Springs of California, and Colorado Springs of Colorado. All of these are more or less winter resort cities, yet built upon the agricultural, stock raising, and mining richness of the surrounding territory. Colorado Springs in these postwar years is still in the throes of growth and expansion. While the rush and turmoil of the army and air force camps in the neighborhood is over, the city has settled down to a steady growth. With its fine dry climate, its beautiful homes and the lure of the Rocky Mountains and Pike's Peak in the background, it has more than most cities to offer in pleasant living.

Dr. Roy J. Wasson, superintendent of schools of Colorado Springs, has had an increase of 1000 pupils in the city schools since 1945. Some 7700 pupils are enrolled in 13 elementary schools, three junior high schools, and one senior high school. The first of the war babies is beginning to show in the increase. This is shown, too, in the 25 per cent growth of the kindergartens. Within the past two years $1,800,000 of bonds were voted in two elections for new construction. Colorado Springs is unique in the fact that its school district, until these last bond issues, had been debt free. This bond money is being used to enlarge the capacity of some of its schools and junior high schools. Two elementary buildings are to be constructed from its funds. One, of 500 capacity, is being completed now, with the Board of Education acting as the contractor and hiring a builder as supervisor of the project. Another elementary building, of 1000 capacity, is to be built in the near future. The new unit of 500 capacity is planned for occupancy the first of the coming year. This is designed as a 12-section school, with the maximum capacity of each room to be 35 pupils.

In the field of curriculum, Dr. Wasson and his Board of Education have made some definite steps. They have established the position of director of secondary instruction and a directorship of elementary instruction. Mr. Harold Threlkeld, for the past four years principal of the high school at Grand Island, Nebraska, and previous to that long identified with school work in Colorado, has been appointed to this new post. In addition to this position he acts as principal of the Colorado Springs High School. Half time will be devoted to each position. Curriculum work in the secondary field will be toward the strengthening of the work in the field of general education. Dr. Wasson estimates that 25 per cent of the secondary student body plan to go to college, 25 per cent are adapted for vocational work, while some 50 per cent that fit into neither category should have a general training for community living and responsibilities.

Dr. Dwight Hamilton has this year been appointed principal of the Ivy Wild Elementary School and Director of Elementary Instruction. Dr. Hamilton has been on the staff of Colorado State Department of Education and comes to Colorado Springs from Denver University, where he had charge of elementary instruction. His curriculum work this year will review the present set-up of courses in arithmetic and the social studies.

Along with the rest of the United States, Colorado Springs has revised its salary schedule for teachers. Here there has been a $700 rise per teacher. The new salary schedule for new teachers with no experience commences at $2200 with a B.A. and $2500 with an M.A. The respective maximums for these two classifications are $3400 and $3700. Teachers with experience commence at $2500 with a B.A. and $2600 with an M.A. The estimated valuation of the school district this year is $39,000,000, and its budget is $1,363,475 for regular purposes. The district is being run on a 28.37 mill levy.

PUEBLO OPERATING UNDER NEW SCHOOL SYSTEM

Last year Pueblo, Colorado, a thriving city of over 60,000 persons, voted to join its two school districts, No. 1 and No. 20, into a unified city school district. Dr. Gilbert S. Willey, Director of Instruction for the Denver city schools, was brought in to reorganize the system. He spent a year in this work and did a very fine piece of work. Instead of staying on as superintendent of schools of Pueblo, Dr. Willey this year has accepted the assistant superintendency of the Lincoln, Nebraska, schools. Dr. Millard C. Lefler, superintendent of the Lincoln schools, has announced his plans for retirement next year. His Board of Education, looking ahead, has selected Dr. Willey to succeed Dr. Lefler, and is getting him in the system a year ahead of time so that he can become acquainted with the local problems.

In Pueblo, Paul L. Kirk, assistant superintendent of schools, is in charge as acting superintendent of schools. The Board of Education has gone on record as determined to go outside the city for a new superintendent of schools.

Assistant Superintendent Kirk is well acquainted with the problems of the city,

(Continued on page 14)

Western School News

Edited by MORRIS WAGNER

GLADYS POTTER NAMED DEPUTY SUPERINTENDENT

Appointment of Mrs. Gladys L. Potter to the position of Deputy Superintendent of Schools at Long Beach, California, has been announced by the Board of Education of that city. She succeeds Douglas A. Newcomb who has been promoted to the superintendency post.

Mrs. Potter began her association with the Long Beach school system in 1939.

MRS. GLADYS L. POTTER

Her initial assignment was as supervisor of kindergartens, the first, second, and third grades.

In 1944 she left this position to work with the United States Office of Education. During this period she was assigned to obtain information on educational procedures in Uruguay, the Dominican Republic, and Paraguay. Upon her return to Long Beach she was made Director of Elementary Schools, the position she held until her present appointment. Her new assignment places her in charge of instruction of all segments of the school system—kindergarten through the city college—and in the capacity of director of educational personnel.

Prior to her work in Long Beach, Mrs. Potter had already gained recognition as an educator in California. In San Bernardino County she had served as deputy assistant county superintendent of schools, and for seven years she was with the State Department of Education as assistant chief in the Division of Elementary Education.

Mrs. Potter has also attained prominence as an author. Her writings have included two textbooks, *Men Without Machines* and *Ten Communities*.

She also finds time for a multitude of other extra-curricular activities including service on the board of directors of the National Association of Supervision and Curriculum for the past ten years. Other affiliations are the National Education Association, National Elementary School Association, Long Beach Chapter of the F. J. of PEO, and the University Woman's Club.

Mrs. Potter is a graduate of the University of California at Los Angeles where she received the degree of bachelor of education. She later attended the University of California at Berkeley and obtained a master of arts degree.

CITIZENSHIP IS THEME OF RICHMOND INSTITUTE

The Contra Costa County Institute was held in the Richmond Union High School at Richmond, California, on October 13 and 14, with 2000 teachers in attendance.

B. O. Wilson, County Superintendent of Schools, had chosen for the theme of the Institute, "Education for Citizenship." He addressed the general sessions of both the elementary and secondary teachers on "Education for Citizenship in Contra Costa County."

"Science in Citizenship Education" was a presentation of one of the section meetings at which Dr. Lavone A. Hanna, Associate Professor of Education, San Francisco State College, was the speaker. Good health, which goes hand in hand with good citizenship, was an important point of discussion in both the elementary and secondary sections.

The elementary section meetings were divided into two groups. The first group was by grades and the second, under the heading of special interest groups, was devoted to such subjects as individual and group guidance at different grade levels, art, music, mathematics, language, social studies, and audio visual aids. Robert J. Meade, county curriculum coordinator, was in charge of this latter group in which special emphasis was placed on audio visual aids that contribute to education for citizenship.

At the elementary general session "Health and Physical Education in the Total School Program" was the presentation of Dr. Jesse F. Williams, Department of Health and Physical Education at the Teachers' College, Columbia University. He stressed its specific relation to good citizenship.

B. O. WILSON

Dr. Ralph Fields, Associate Superintendent of the California State Department of Education, discussed "Education for Citizenship." After outlining clearly the essential factors of training our youth for citizenship, he placed special emphasis on the vital importance of the quality of citizenship exercised by the teachers themselves as an influence toward developing an alert and active interest on the part of their students to the problems of government.

Contra Costa County's 2000 teachers care for the educational needs of approximately 46,000 children. The county is now the fifth largest in the state and the city of Richmond, where Walter E. Helms has directed the schools for more than 30 years, has jumped from a population of 23,000 in 1940 to over 100,000 in 1947. It is now the eighth largest city in the State of California.

EDWIN CLARK ACCEPTS ALASKA SCHOOL POST

Edwin C. Clark, former superintendent of schools at Avenal, California, recently journeyed to Alaska to accept the position of superintendent of schools in the city of Juneau. He was elected to this post on July 1st of this year.

Prior to his Alaska assignment, Mr.

EDWIN CLARK

Clark had been serving as Director of Research in the Panama Canal Zone. During his sojourn there, from 1945 to 1947, he was in charge of the establishment of two occupational high schools for colored students.

Mr. Clark is a graduate of San Jose State College and Stanford University.

NEW EXECUTIVE SECRETARY FOR SOUTHERN GROUP

Following the inauguration of new officers of the California Teachers Association, Southern Section, on August 1, Lionel DeSilva of Los Angeles took over the reins as executive secretary.

Mr. DeSilva was born in Hawaii in 1901. He was the second of eight children born to Ernest DeSilva, a Congregational minister, and his wife, Louise. Six of the eight children later became members of the teaching profession.

Lionel or "Leo" as he is familiarly known, graduated from Hilo High School in 1920, shortly after Vaughan MacCaughey, now editor of the *Sierra Educational News,* became Superintendent of Public Institutions in Hawaii. Following this he went to Pomona College where he graduated in 1924.

His first teaching position was in Hilo High School. Dr. Willard Givens, now Executive Secretary of NEA, was his first boss as Superintendent of Public Institutions in Hawaii.

After four years in Hilo High School, he came to teach in the Inglewood Intermediate School for two years. Following this he was a supervisor, elementary principal, and director of research in the Inglewood City Schools. For the past few years he has been on the summer faculty at the University of Southern California.

Subsequent to receiving his Bachelor's degree from Pomona, he did graduate work at Pomona, University of Hawaii, and the University of Southern California. He received his Master's and Doctor's degrees from the University of Southern California. He is a member of Phi Delta Kappa and the Doctoral Club of U. S. C. and of CTA and NEA. The Lions Club has claimed him as a member for nearly fifteen years.

His wife, Helen, and son, Don, 13, make up the rest of the DeSilva household in Inglewood. Gardening provides some of his recreation, and most of the rest is taken up by watching college and professional athletics with his son, Don.

PUBLISHING FIRM SPONSORS CONTEST FOR TEACHERS

"How I, A Teacher, Can Inspire My Pupils to Enter the Teaching Profession," is the subject which all classroom teachers may write on to compete for $600 in prizes which are being offered by Laidlaw Brothers, textbook publishers. The firm is sponsoring this contest to create added interest in the current national drive to secure high calibre students for the teaching profession. The sponsors feel that the papers written by teachers will bring forth many worthwhile suggestions and ideas that may be easily followed by other teachers in guiding students into the teaching field.

The rules of the contest follow:

1. Only classroom teachers now in service in public and private elementary, junior, and senior high schools of the United States and its territories are eligible for entry.

2. All papers submitted should offer concrete and practical ideas which teachers can use in their classrooms. These ideas should suggest sound ways and means of interesting young people in becoming teachers. These ideas should suggest meaningful learning experiences in which pupils can participate. Papers must be submitted under the title, "How I, A Teacher, Can Inspire My Pupils to Enter the Teaching Profession" to Laidlaw Brothers, 328 South Jefferson Street, Chicago 6, Illinois.

3. Papers should be between 600 and 800 words in length. They must be written on one side of the paper only. If typed, they must be double spaced. Hand-written papers will be accepted. Each page must carry the name of the teacher submitting the paper.

4. The judges of the contest will be three outstanding educators whose names will be announced January 1, 1948. The decision of the judges will be final.

5. All papers must be postmarked not later than January 1, 1948.

6. Prize winners will be announced April 1, 1948.

7. No papers will be returned; all papers became the property of Laidlaw Brothers. The $300 prize-winning paper will be printed in *Book Talk,* a publication of Laidlaw Brothers. It will be offered for reprint in magazines published by state and national teachers' associations.

8. Rules of this contest comply with state and interstate regulations.

Posters, Charts, Photospreads, and many other types of visual aids which present the many aspects of United Nations activities are now available to all teachers at no cost. Full information can be obtained by writing to The Visual Information Section of the United Nations Department of Public Information, Box 1000, New York 1, N. Y.

New horizons in teaching

Suggestions we hope you will find interesting and helpful

Easy-to-get-up

Four simple, extremely popular Christmas plays

These reviews may be welcomed at this time as many of you busy people approach the annual decision on a Christmas play.

Why the Chimes Rang: Delightful 1-act play, 4 in cast plus extras. Two boys cannot go to cathedral where miracle is expected; miracle occurs in their hut. Easy to stage. Elizabeth A. McFadden, 40¢, small royalty.

The Old, Old Story: a simple pageant, 2 or 3 rehearsals needed. Set to old familiar carols, with spoken words only by angel repeating biblical Christmas story. Any number of children in cast. Helen P. Curtis, 40¢.

The Wandering Child: 1-act play; boy and girl re-enact Nativity scene for child, 4, they find in snow. Also mother, father, policeman. Beautiful symbolic climax. Mary R. Davidson, 40¢.

Mimi Lights the Candle: 1-act play; modern Christmas tale, deep meaning. 4 adults, 4 girls, 1 boy. Edith I. Coulter, 40¢.

These plays, published by Samuel French, were selected by them especially for schools. *If further interested,* write directly to 25 W. 45th St., New York 19, N.Y.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

ARTHUR COREY ASSUMES DUTIES AS CTA EXECUTIVE SECRETARY

By Roy W. Cloud
Secretary Emeritus, California Teachers Association

Arthur F. Corey is the new State Executive Secretary of California Teachers Association. He assumed the position on September 1 following my retirement.

Mr. Corey was the unanimous choice of the Board of Directors at the April annual meeting of the State Association. Previous to that time I had announced that I would retire on the completion of the term which would mark 20 years of incumbency. The Directors then bestowed upon me the title of Secretary Emeritus.

Arthur Corey is eminently fitted for the place he will fill. He was born March 23, 1902, in Sugar Grove, Pennsylvania, where his father was stationed as the Methodist minister. The father's profession and the custom of his denomination occasioned frequent changes of location, and the son attended many elementary schools in Pennsylvania and New York State. He was graduated from Punxsutawney High School, Pennsylvania, in 1919.

The family then moved to California and Arthur entered Whittier College as a freshman in 1920. There he attracted the attention of the President of Whittier, the late Dr. Walter F. Dexter, who became the Superintendent of Public Instruction for California. Dr. Dexter's interest and the young man's native ability soon brought him prominence at Whittier College. He was successively president of the Junior Class, president of the Campus Y.M.C.A., and Student Body president.

Whittier Graduate

While still a student he married a classmate who has ever been a real helper and whose interest in his activities has materially influenced his educational career.

Upon graduation from Whittier, he secured a teaching position in the Garden Grove Elementary School in Orange County and all of his active school work was in that county. He was next Principal of the Magnolia School and later Superintendent of the Buena Park School District.

A deputyship in the office of the Orange County Superintendent at Santa Ana was then accepted and in addition to supervising the schools, Mr. Corey attained prominence as a conference leader. His work in this field attracted national attention. Dr. John W. Studebaker, Commissioner of Education, persuaded the young educator to leave California and take a position in the United States Office of Education at Washington.

ARTHUR F. COREY

Conducted Conferences

Mr. Corey conducted educational conferences in Eastern and Southern States for two years. This work was outstanding and won for him a wide acquaintance. At the close of his second year and because of the necessity of his being away from home so frequently he was persuaded to take his former position as Deputy Superintendent of Schools of Orange County. While holding this place he studied at the University of Southern California where he secured his M.A. degree.

In 1938, at the request of the late Fred L. Thurston, Executive Secretary of the Southern Section of California Teachers Association, Mr. Corey became public relations director for the Southern Section. He rapidly won the admiration of educators and association members and on Mr. Thurston's death six years ago he was the unanimous choice for the secretaryship.

During the past six years Mr. Corey has not only filled his position with distinction but he has also served on the Legislative Commission of the National Education Association. In this connection he has appeared frequently before the various committees of the United States Senate and the House of Representatives when educational matters were being considered. In addition to his other activities he is a trustee of Whittier College, his Alma Mater.

Many Accomplishments

Mr. Corey comes to his new position with this fine record of accomplishment. He is now a resident of San Francisco and has purchased a home near the new site of San Francisco State College.

Mr. Corey is a big man physically as well as mentally. He is six feet three inches tall and weighs well over two hundred pounds. There are three children in the Corey family. Stanley, the eldest son, served for three years as an officer in the United States Navy. He is married and has one child. He is a student in Education at Whittier College. The second son, George, is a member of the United States Army, being assigned to the Miyagi Military Government Unit at Sendai, Japan. The youngest of the family is Jean, who is a sophomore at the Abraham Lincoln High School, San Francisco. She has her sights fixed upon Stanford University where she hopes to enroll two years hence.

Mr. Corey has already made several changes in Association affairs. He has moved headquarters from 660 Market Street, San Francisco, to 391 Sutter Street. He has moved the CTA Placement Office from Berkeley to 391 Sutter Street, where Manager Clive Saiz and his assistants will continue to serve school districts which need certificated employees. He also expects to have shortly a finely equipped research staff to furnish factual material for all educational uses.

CTA Is Active

California Teachers Association is in excellent condition. Approximately 42,000 California teachers are enrolled as members. Student Teacher Divisions are active in every teacher training institution of California.

It is confidently expected that the educational gains attained in California will not only be continued but further improvements in educational procedure will be secured under the leadership of the new State Executive Secretary of California Teachers Association.

MORE SCHOOLS OFFER DRIVING COURSES

The number of schools offering classroom instruction in safe driving has increased 700 per cent during the last decade and at present one-fourth of the 25,000 secondary schools of the United States are offering some type of driver training, according to a recent report of the National Conservation Bureau.

Among the more intensive programs is that of Cleveland, Ohio. Eleven high schools in that city now teach driving to 1300 students annually.

In the Lane Technical High School of Chicago, Illinois, a one unit driving course is offered to the students. Dummy cars are used in the classroom as a preliminary training and then the students are given instructions on the road in regular automobiles.

Another city that has worked out a safety driving plan is Dubuque, Iowa. Here the high school, police department, and the city safety council all cooperate to help the students to become good drivers.

Two states have showed interest in improving the driving of the student operators. North Dakota requires all students to pass an examination in driver education before graduation, and in Wisconsin 80 per cent of the schools offer instruction in driving.

Many of the schools giving driving instructions use the text "Man and the Motor Car," which may be obtained from the National Conservation Bureau, 60 John Street, New York.

CALIFORNIA BOOKMEN HOLD ANNUAL MEETING

The California Bookmen's Association held its annual meeting at a dinner in Sacramento on October 2nd during the annual conference of the California Superintendents. There were twenty members in attendance.

Among the committee reports of greatest interest was that in which the brochure on the advertising to be released in all areas of the country on the present crisis in education was reported and discussed. It was felt that the work of promoting this publicity is vital to every citizen of California and that the bookmen should do their part as soon as materials are available. It was also reported by the Legislative Committee that no action was taken at the last session of the Legislature on the revised bill on the state listing of textbooks.

After election of officers, President Elbert F. Burrill of Ginn and Company turned the gavel over to the new president, A. Merle Matter of John C. Winston Company. The officers elected were: Ned W. Hill of Rowe Peterson Company, vice-president; W. Norman Gibson of D. C. Heath, vice-president; and Donald J. Robertson of Southwestern Publishing Company, secretary-treasurer, who succeeds Loraine A. Birong, one of the hardest working and efficient secretary-treasurers the Association has ever had.

The treasurer quoted from the latest report of August 7, from the American Textbook Publisher's Institute regarding the increased cost of production of books as follows:

"J. Raymond Tiffany, General Counsel of Book Manufacturer's Institute, estimated that since 1941 the cost of labor and materials used in the manufacture of books has increased 99.7 per cent. This takes into account a 127.6 per cent increase in cost of bookbinding materials and a 61.9 per cent rise in basic labor operational costs.

"From the report of members of the American Textbook Institute, since 1942, labor cost for production has increased 80 per cent. This does not include overtime:

	Per cent
Paper has increased	49
Cloth	79
Binder's board	43
Ink	73
Adhesives	70
Thread	19
Cotton cover goods of cloth	150
Composition, including electros	63
Engraving	54
Art work	50

"It is difficult to make a conclusive statement concerning the increase in prices. They estimated the price of books would be 40 per cent more by July 1, 1947, than they were in 1942. They do not know if this is accurate as some companies have made horizontal increases and some vertical increases.

"It is safe to say that the price increase generally speaking has not kept pace with the increased cost of manufacture."

In the light of these figures the representatives of the book companies did not feel that it was necessary to apologize for presenting books at increased prices.

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THIS new text explains clearly and interestingly the basic economic and geographic principles that boys and girls should know. And it supplies this practical information—so essential to intelligent citizenship—*before the pupil is old enough to leave school.*

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LOS ANGELES SCHOOL SYSTEM MEETS CHALLENGE OF POPULATION INCREASE

The story of the past is filled with the episodes surrounding the migrations of peoples. Civilizations have risen in the Orient in China and India and then have been overwhelmed by the inrush of outside peoples. The Medes and the Persians, the coming of the Norsemen, the overthrow of the Roman Empire by the Teutonic invaders, the Huns under Ghengis Kahn, the onsurge of the Saracens, the discovery of the Americas and the onrush of Europeans to settle in new western lands are of later centuries but are all a part of the great migratory epics. And the end is not yet. The United States Bureau of Census in a recent report on the movement of population in the United States westward has again aroused the imagination of the editorial writers in the country.

The Bureau of Census reports that from 1940 to mid-1946, although births exceeded deaths by about 9,160,000 throughout the country, seventeen states had an actual loss of civilian population, while twelve states barely held their own. The West Coast was the great gainer in this movement, and California lead the nation in increase with 2,485,000, or 36.2 per cent.

New Frontier

The *New York Times* makes this comment, "So the old frontiers pass, and lands that were once the goal of homesteaders give way to other areas as a place of hope and comfort. It is plain California is the state we shall have to watch. Since the 1940 census the Golden State has risen from fifth to third in population, and is crowding Pennsylvania for second place. Her gain of nearly 2,500,000 in six years compares with a gain of only 665,000 in the previous five years. As James Bryce said in 1880, California has always been the settling point of a 'mixed multitude' from all parts of the world. Even now California natives are probably not much more than a fourth of the population. At the time of its cession to the United States in 1848, its population was only about 14,000, not counting the Indians. Now it is well past the nine-million mark. Even the outlanders, who may be heading there any minute, must admit it is a great state."

The one-third of California south of the Tehachapi Mountains contains more than 60 per cent of the state's population. While the whole state has grown, the greatest influx has been into that glamorous region of Los Angeles city and environs in which Hollywood, Beverly Hills, Pasadena, Glendale, Burbank, Santa Monica, Long Beach, Monrovia, and Redondo Beach are all intricately woven together in fact and fancy. The tremendous increased industrial activity has created a "smog" problem, but has made a way for the newcomers to earn a livelihood, while it has done nothing to take away the appeal of the great movie studios, the orange groves, the oil wells, the beaches, the luxurious homes of the rich in Beverly Hills and Bel Air and Pasadena, and the thousands and thousands of new homes that seem to rise overnight in a hundred lots. And in Wilshire Boulevard, 15 miles from downtown Los Angeles to the beaches, we have perhaps the greatest luxury business street in the world.

Educational Problems

All of this is tied in intricately with the educational problems confronting the city schools. Dr. Vierling Kersey, Superintendent of Schools, now has a budget of some $71,000,000 as compared with the appropriation of $59,000,000 of the past year. The yearly increase in student enrollment has averaged some 18,000 children for several years past and calls for around thirty new school plants per year. The Board of Education employs approximately 18,000 persons, 12,000 of whom are teachers. There are 410 school plants in operation. More than $15,000,000 of a recent $75,000,000 bond issue for new school house construction has been allocated. This $75,000,000 bond issue was voted to cover 10 years of construction, but the way things are going now it will be spent long before the end of that period.

LOS ANGELES BOARD OF EDUCATION CENTRAL ADMINISTRATIVE OFFICES BUILDING

In July of 1946 the Board of Education moved its executive offices into its new Central Administration Offices. They had taken the newly built Central Junior High School Building on Fort Hill, a site overlooking the Los Angeles Civic Center, and had arranged it to house the 450 central administration personnel. This building of two stories and basement has been attractively arranged for the various executive departments. Its outside patio with lawn and hibiscus enhances the main entrance. The site was formerly the location of the old Los Angeles High School and was in early days a Potter's Field. Even now in

the basement are sealed catacombs from the time of the Padres.

New Unit Contemplated

The Hollywood Freeway now under construction from downtown Los Angeles to Hollywood cuts off a corner of the present administration building, so behind the present structure a new $642,000 unit of three floors and basement is being completed to house the Personnel Division. At the present time all of the divisions of the school department are not located in the Central Administration Building. The Curriculum Division is still in the Sentous Street Building, while the Business Department has a building on San Pedro Street. The Central Administration Building contains the offices of the Board of Education, the Superintendent of Schools, the Operating Division, the Adult and Vocational Education Department, the Budget Department, the Controlling Department, Personnel and Auxiliary Services Department, and the Health Services Division.

The Los Angeles Junior College, which this past year enrolled between 8,000 and 9,000 students, was changed this summer to a four-year college. Its administration in part now is divided between that of the city school district, the junior college district, and the State of California.

Agriculture School

This September, for the first time, the Clarence W. Pierce School of Agriculture in San Fernando Valley was opened under the directorship of Dr. Edwin B. Angier. Three hundred and fifty students are expected to be enrolled the first year. The students will be of three classifications; those of regular junior college level, those taking short terminal courses, and majors in agriculture from high school. Fifteen faculty members commence this work. Courses offered include those in agricultural engineering, animal husbandry, dairy production and manufacture, horticulture, nursery practices, poultry husbandry, small farm home planning, and truck and field crops.

A complete dairy unit for 40 milking cows will be provided, including milking barn, feeding barn, calf barn, and bull barn. The poultry unit has sufficient modern buildings and equipment to house 2000 laying hens, 2000 chickens for meat, and 400 turkeys. A central farrowing house and other necessary buildings for a hog herd of 30 brood sows is being made available. The beef department will have feeding and storage barns for a herd of 20 cows and 80 feeder calves. Feeding sheds for 150 ewes and 200 feeder lambs are to be available in the sheep department. A horse barn to house 8 brood mares is planned. In the department of crops, 30 acres are to be devoted to truck crops and deciduous and citrus fruits. A considerable proportion of the farming land will be devoted to field crops. For landscape gardening and ornamental horticulture departments, two large lath houses, one greenhouse, and one potting and tool house are planned.

In Second Year

This is the second year in which the new organization set-up of the Los Angeles City Schools has been in operation. This organization planning was done under the guidance of L. B. Travers, Chief Assistant Superintendent. It was an inside job done with the assistance of the personnel of various departments and committees of teachers and citizens. Its main design follows the organization of large business corporations and line of staff organization of the Navy. The main thesis was to define duties and responsibilities of each individual in the system, so that overlapping of responsibility is eradicated and "the passing of the buck" is thrown out the window. The reorganization defines in each division "What is my job—Who is my boss—What am I expected to do."

Line of Authority

This direct line of authority flows first from the electorate to the Board of Education, then the Superintendent of Schools and Secretary to the Board of Education with the Personnel Commission and Retirement Board tied into the Board of Education. The Chief Assistant Superintendent of Schools is next in authority and upon him lies the responsibility of seeing that all of the projects and activities fall into the proper hands for action and execution. Next come the three large divisions of the Business Service Divisions, the Operating Divisions, and the Educational Service Divisions. The Business Service Divisions are those of the Business Division, the Controlling Division, and the Budget Division. The Operating Divisions contain the Elementary Education Division, the Junior High Education Division, the Senior High Education Division, and the Adult and Vocational Education Division. The Educational Service Divisions is made up of the Personnel Division, the Curriculum Division, and the Auxiliary Services Division. In brief, the Educational Service Divisions do the planning, the Operating Divisions put these plans into execution, and the Business Service Divisions see to it that materials and equipment are provided for the carrying out of the educational activities. Then, the results of the work planned by the curriculum division, executed by the operating divisions, is evaluated by the curriculum division. In other words, the people who carry out the educational policies do not make the plans, then judge themselves on the execution of these same plans.

Executive Officers

Los Angeles is happy in its choice of its two first executive officers—Dr. Vierling Kersey, Superintendent of Schools and Secretary to the Board of Education, and L. B. Travers, Chief Assistant Superintendent. Both are western men. Dr. Kersey is a Californian born in Los Angeles. Chief Assistant Travers is a native of Washington State, educated at the Universities of Washington, Colorado, and California. His experience includes work with the State Education Department of the State of Washington, five years in the Oakland City Schools, work in the U. S. Office of Education, Washington, D. C., and 14 years in the Los Angeles School Department. During the war for two years he was under General Somerville in the War Department in charge of Management and Personnel. Dr. Kersey has grown up with the Los Angeles system as teacher, vice-principal, supervisor, assistant superintendent of schools—with an interim as State Superintendent of Public Instruction for the State of California for eight years—and now upon his third term as superintendent of one of the fastest expanding large school systems in the United States. His dynamic personality has placed him in the first ranks of United States educators. A graduate of the University of Southern California, with a Master's and Doctor's Degree from that institution, he is considered by U. S. C. to be one of their most illustrious alumni.

—By W. Culp.

Western Association of Teachers of Speech has planned an annual meeting to be held December 29 to 31 at Salt Lake City, Utah.

Book Reviews

From the Quarrie Corporation

THE WORLD BOOK ENCYCLOPEDIA. Editorial Advisory Board of seven leading educators. J. Morris Jones, Managing Editor. 19 volumes. Over 10,000 pages. Washable Hollister "Roxite" binding. List price, $102.00.

Publication of a completely rewritten, reillustrated, and reset edition of *The World Book Encyclopedia* is news of interest to administrators and educators everywhere. An editorial project of this magnitude is not completed in a few years' time.

It was ten years ago that the members of the Editorial Advisory Board outlined a series of exhaustive surveys. The objective was to determine what would constitute an "ideal" encyclopedia. The surveys included an analysis of the contents of courses of study, analysis of the social studies and science requirements, determination of reading levels for various subjects and of proper methods of writing to meet these requirements. Studies were made of pupil and teacher use of encyclopedias and textbook contents and supplementary material requirements.

As the over-all planning was being completed, entry of the United States into World War II forced a major editorial decision. The publishers decided to proceed with the project in spite of the anticipated shortages of manpower, materials, and manufacturing facilities. And the swift progress of events during the next few years caused thousands of changes in the articles before going to press. New subjects and new information were added even though press dates on the various volumes were delayed.

Today the 1947 World Book is one of the most up-to-date encyclopedias in print. Not only does it cover in text and illustrations such topics as atomic energy, radar, and jet propulsion, but the reader finds thousands of examples of timely material, the result of completely resetting the encyclopedia.

The policy of signed articles to indicate individual responsibility for factual accuracy is followed extensively. The list of contributors includes more than 1400 authorities in various fields.

Surveys conducted under the supervision of Dr. William S. Gray of the University of Chicago and Dr. Bernice E. Leary of the University of Wisconsin established standards for encyclopedic writing at various grade levels. Instructions for writers were developed. Nationally known educators were chosen for the World Book Editorial Advisory Board. For instance, Dr. Paul R. Hanna, Professor of Education, Stanford University, was the expert on the Social Studies.

Staff members were trained to edit each article for maximum "readability." As a final precaution before setting it in type, each article was rechecked sentence by sentence for conformance to specific grade level requirements.

Teachers using this new World Book Encyclopedia will have no difficulty in recognizing the differences in writing standards in articles prepared for use at various grade levels. The difference in vocabulary limits, in sentence structure, and introduction of concepts is obvious between, for example, an article for fourth grade pupils and one for seventh grade pupils. Likewise, in general articles containing information for use by pupils of various ages, the policy of introducing first the material for lower grade pupils, followed by more advanced subject matter, is used. As a result, the "writing down" which children often resent, is avoided. And the adult reader is charmed with the simplicity of the text.

The most obvious improvement in this post-war encyclopedia is, of course, the illustrating. Although previous editions have been illustrated extensively, more than 10,000 of the pictures are new in the 1947 World Book. These include thousands of magnificent photographs selected from more than a million examined by the World Book Art Editors. Virtually all the nationally known photographers are represented. Hundreds of articles are illustrated by original drawings which explain otherwise highly technical subjects in easy-to-grasp terms. A tremendous amount of planning is evident in the original drawings which indicate how things are made and how things work.

The editors claim that never before has an encyclopedia offered the quality and quantity of illustration in color which appear in the new World Book. The paintings of animals are superb. They are the work of Walter Weber, recognized as one of the foremost animal painters in the entire world. The paintings of native dress of people of all parts of the world are done with unusual delicacy and are reproduced in six-color printing instead of four.

Altogether more than 18,000 subjects are pictured in photographs, charts, diagrams, and original drawings. Over 1600 subjects are reproduced in four and six colors.

A new program of colored maps was developed under the supervision of Samuel Thorne, Jr., formerly Curator of Maps at Yale University. Included are 348 pages of maps in color and map indexes. Many of the colored maps are double-page size. For easy use, each map appears in proper alphabetical position. All are printed from new plates. In addition, there are many hundreds of black and white location and descriptive maps.

The type and page format was designed by W. A. Dwiggins, nationally known expert on typography. Use of many bold-faced centerheads, sideheads and subheads in the body of longer articles makes it easy to find specific information. Thousands of cross-references in proper alphabetical position within the main body of the encyclopedia, make a separate "Index in the Back" unnecessary. Lists of related subjects following articles, as well as the topical outlines provided in the Reading and Study Guide (the 19th volume), open up avenues for further study in any specialized field of interest for the individual reader.

The publishers state that the preparation and editorial work in producing a completely rewritten and re-illustrated 1947 World Book in a new and more readable type face, required an investment of more than two million dollars.

In view of the difficulties which publishers experienced during war years, and which still continue, publication of a completely new, postwar encyclopedia at this early date represents a substantial achievement. In toto the new 1947 World Book Encyclopedia is a vividly printed competent reference work designed for both school and home use.

Administrators, educators, and librarians will wish to examine the 1947 World Book at the earliest date possible.

Additional information may be obtained by writing to the Quarrie Corporation at 35 East Wacker Drive, Chicago, or to the California office, 6404 Hollywood Blvd., Hollywood.

(Continued on page 14)

Library News

Edited by MABEL R. GILLIS, State Librarian

A TRAVELING BRANCH LIBRARY

By Coit Coolidge

Librarian, Richmond Public Library, Richmond, California

Why a traveling branch library? What does it do? How does it work? And why does Richmond, California, need one?

The traveling library idea was developed and pioneered in the East where traveling branches have been in use in city work for more than ten years. Those used by the public libraries of Brooklyn and St. Louis are two notable examples. The Richmond Traveling Branch was modeled after the St. Louis equipment. Its basic organization and layout are similar to that at St. Louis, but its use is patterned to suit Richmond, which is quite different.

The Traveling Branch is fundamentally a small, complete public library branch on wheels. It is designed to serve the needs of schools, playgrounds, or suburban areas where there is need for library service but not enough population to justify a full-scale branch library. It has the advantage that one book collection, staff, and set of equipment can be made to serve several neighborhoods. It solves one of the basic problems posed by library "stations," in that professional personnel is provided at all points. In a period of many changes it also has the merit of great flexibility.

Careful Selection

The Traveling Branch carries about 1500 carefully selected books on open shelves. This book collection is constantly refreshed from the main library. Requests for material not carried on the Traveling Branch are taken by experts who have some knowledge of the Main Library collection. They are supplied from headquarters on the next trip. In this way a close contact with the Main Library is maintained at all times. The system is very efficient in that the equipment can go where the crowds are and work at top speed with peak efficiency while it is in the field. One staff, one book collection and one set of equipment can serve as many as twenty places in two weeks, or it can serve longer periods in six to ten places on a weekly schedule. The number of books involved in the operation is about 3000 for the Branch and is reserve stock plus what is actually in use in people's homes. Ten stations with 1500 books each would require 15,000 volumes.

I have not taken time to find out which public librarian first thought to apply the traveling branch to city libraries, but on the basis of a very limited experience, the idea works. At St. Louis one traveling branch circulates 150,000 books in a year. Our experience in Richmond is satisfactory so far, averaging a circulation of about 100 books for each hour in the field, at a cost approximately equal to that of our most efficient established branches.

Richmond Expanding

Richmond is a rapidly expanding industrial suburb at the northern end of the East Bay metropolitan area, on the edge of San Francisco Bay. The main body of the city is compact; approximately three miles by three miles. The city has voted bonds for a new main library building at the center of the area. From this point, with the exception of territory in two long outlying projections, it is only a mile and a half in any direction to the city limit. There are about 106,000 people inside the city limits, of whom about 64 per cent live in federal public housing units. The main business district is now being rebuilt and enlarged. Some new business areas are being formed, based on trade with heavily built up outlying areas in the county. The federal public housing is theoretically temporary. Some outside territory is agitating to come into the city; at the same time strong forces are working to keep it out. Taken all in all the forecast for the future is "change." Change probably will be the order of the day for at least ten years to come. The problem presented to the Library Administration was how to maintain an adequate service now and at the same time lay a suitable foundation for the future in a fluid and rapidly changing local situation. The answer for us is the Traveling Branch, which went into service April 15, 1947, on a schedule of two afternoons a week.

On Tuesday afternoon it goes to Richmond Annex, the long strip that separates El Cerrito from the Bay, and takes up a station at a point where the children from the Fairmont School in El Cerrito cross over into Richmond. There it gives both juvenile and adult service from 2:00 to 5:30. When the new school now being built on the Richmond side is occupied the branch will stop there instead. On Thursday afternoon it has a two-hour stop at a recreation building in the Housing Authority at Harbor Gate and from there goes to a short one-hour stop in a Negro district at Filbert and Sanford Streets in North Richmond.

By the time this is in print the schedule will also include a new one evening a week stop at the recently organized "Recreation Unlimited," a teen-age center operated by the Richmond Recreation Department at Tenth and Virginia Streets. If the Traveling Branch succeeds in taking the teenagers into the library camp at their home base, we hope to be able at future dates to extend the service to include the Richmond Boys' Club, and perhaps other recreation centers. All of these agencies have at one time or another requested branch library service for their agencies. It is also hoped to develop additional service in parts of town not now served by existing branches.

Housing Uncertain

Federal Public Housing in Richmond shelters some 68,000 people, including 18,000 children. Federal money for library service is not now enough to give much extension service there where it is most urgently needed, but if at any time additional funds were forthcoming the equipment could be put into the housing authority on short notice. When this public housing will be removed and what will take its place is not now known. Whatever is done, however, will undoubtedly affect the Library. If certain areas just outside the city vote themselves in, the Traveling Branch is immediately available. If they do not, it can be used in other areas already in. When the new Main Library is built about a mile east of our present location, the Traveling Library will keep up library contacts in the West Side where our old Main Library is now located.

In general it is planned to use it in close cooperation with the proposed new Main Library. The new library will be an adequate building with a reading room seating over 200 located in the center of the residential area, near the business district. There we hope to develop a good grade of reference service, which is one job the Traveling Branch will not do. It is thought that older young people and adults with normal transportation can easily go the mile and a half or less from any part of town to this building. The Traveling Branch will be in effect an extension of this main library building giving specialized service to little children whose operations are limited, and general service to the occasional adults who lack transportation or ability to go to the central library. It is planned to give intensive specialized service, as needed, at specified recreation projects, regardless of location, some of which may be quite close to the Main Library. In this way the library service can be closely integrated with the programs of the projects involved. At the same time it gives the city a flexible branch service which can be adjusted to suit almost any combination of future community developments.

Special Equipment

The equipment itself is built on a 194-inch Ford truck chassis with a special library body made to order by Gillig Bros. Motor Coaches at Hayward, California. It cost, complete, $6,994. The library room is 20 feet long inside and is lined with bookshelves from floor to ceiling. It carries 1500 books with storage space for 400 to 500 more. There is a desk inside the front door for receiving returned books. Another desk at the rear door has seats for two librarians who issue books, register new borrowers, and help patrons select books. The truck is lighted from the top with two plexiglass skylights and lighted at night with fluorescent lights which plug in to any 110-volt circuit. The crew or staff consists of a driver-helper who assists with handling children, discipline, formation of outside lines, etc. Inside he takes in returned books, slips books, and shelves them. There are two librarians. They have a desk at the rear of the truck where they issue books to borrowers, keep registration records, take requests, and supervise the exit. From this position they also work on the floor giving personal assistance to readers from time to time. All the books are on the inside. There is room enough for twenty patrons to be on the truck at once.

The Traveling Branch travels on an exact schedule which is rigidly maintained. During the time it is on location it performs all the services of a fully equipped small branch library for from one to three hours. At the time of writing it has been in service for twenty weeks, covering the same three locations on a once a week schedule. Seven hours per week on location are divided among the three stops. In that time it has circulated a total of 12,965 books. We are "learning how" on these stops and expect to expand the schedule in the near future. No serious attempt has been made to develop the adult applications of the bookmobile in Richmond. We have carried some adult books for the occasional grown-up but have specialized in service to children. The circulation is 87 per cent juvenile and 13 per cent adult.

Work With School

The Traveling Branch is designed to work closely with both the school department and the recreation department, as well as providing a limited branch library service for scattered outlying residential areas. It is flexible, capable of many adaptations to meet special situations and, in a medium sized city, offers a solution to the problem of how to get high grade, low cost, coverage for the library in areas not well served by a centrally located main library. The unit cost per circulation is kept low by developing a high volume of business. The method is to go where the crowd is, then to be very busy for a limited time. The first object of service in the Traveling Library is children, the second adolescents, the third is general library service to adults in outlying areas.

LIBRARY PROGRAM AIRED FROM PORTERVILLE

Mrs. Dorothy D. Margo, Librarian of the Porterville Public Library, has been broadcasting in Porterville since last year. Since her plan is different in some ways from usual library broadcasts, we are giving her description of it.

"Our local station was new and small last year, and was started with the definite purpose of becoming a community voice, rather than a commercial success, though that, too, of course. The small group of idealists who were in charge were really trying to accomplish something unique. The library as the center of the educational life of the city came in for attention and, with the cooperation of the studio staff, we went on the air.

"Without a theme song, our opening words identify us: 'Is this the Porterville Public Library?' and our answer is, 'Yes, it is,' and then—a question asked many times a day in every library—'What can we do for you?' The announcer comes back with a question that is designed to throw the conversation into the channel desired for that broadcast—a question that fits into the discussion that is presumably going on in a corner of the library. The question may be about travel, or some current event, about handicraft, or history, or just a request for some ideas about new novels, a program we schedule about once in five or six weeks. One or two friends of the library, men or women with good voices, interested in books, and willing to take the time, share each week's program with me. We will all have read the two or three books planned for the week's discussion, and will have gathered together once before to talk about them.

"This is the general framework, and the value seems to lie first of all, in the natural, relaxed book chat; second, in the type of individual taking part, and last, but important, in the books chosen. Sometimes the personal opinions of intelligent individuals, ranging far from the assigned book, but always related, add tremendously to the 'alive' quality of the broadcast.

"One question asked by every librarian who has heard about this program is, 'Does it take much time?' And the answer is 'Yes.' It takes a lot of time, much of it out of library hours, but I think it is well worth it. The library benefits in several ways—for it is good advertising, and the work itself is most interesting. There is no better work that can be done by a library in public relations than this, I feel sure."

American Education Week will be observed throughout the nation during the week of November 9 to 15.

California State Audio-Visual Education Association will hold its annual conference in Sacramento on November 14 and 15.

REPORT SHOWS SCHOOL ATTENDANCE INCREASING

There are thirty-two million education-seeking Americans attending the schools and colleges of the nation at the present time, according to a recent report of the United States Office of Education.

Commenting on the report, John W. Studebaker, United States Commissioner of Education, emphasized that the biggest problem facing American education is still a serious shortage of qualified teachers. He said, "We still need about one million new teachers in the next ten years and about 350,000 new classrooms."

Some data on the general increases in enrollments:

Elementary Schools—An estimated 2,450,000 six-year-olds entered the first grade this year as compared with last year's 2,247,000. The trend will continue upward as 38 per cent more children were born in the United States in 1944 than in 1940. In 1946 the birth rate was 50 per cent over 1940, so continued crowding in elementary schools is expected to be increasingly acute for four or five years.

High Schools—With the greatest strain in large industrial cities, high schools are also severely overtaxed this fall. National enrollment is up to 6,300,000 over last year's 6,275,000 figure. Estimates are that high school enrollment will increase one million by 1953.

Colleges and Universities—Indications are that 2,750,000 students will be attending college this fall, an increase of 600,000 over the number enrolled last fall. Educators generally agree that adequate facilities will be available only when the present amount of classroom space has been doubled.

SERIES OF INTERVIEWS

A series of library interviews is now being given by Jane Lee, on the Woman's Magazine of the Air, over KPO every Wednesday at 9:30 a.m. So far the following librarians have been interviewed concerning some special phase of the service of the libraries which they represent: Mrs. Dorothy F. Roberts of the Alameda County Library, Clara B. Dills, San Mateo County Library, Mabel R. Gillis, State Librarian, and Ruth Hall, Santa Rosa Public Library. The series of library interviews will continue and it is hoped to cover services of the San Francisco Bay libraries very thoroughly.

Jottings of a Traveling Bookman

(Continued from page 4)

as for years he was principal of the junior high school in District No. 20 and previous to the amalgamation was superintendent of schools of that district. Improvements of the past year include the establishing of a central administration building at 119 Colorado Street, and this year new supervisory offices are being made available at the Hinsdale School, Seventh and Grand. Two new directorships have been created. The directorship of primary education is under Miss S. A. Harbison and the directorship of elementary education has Miss Clara M. Jacobs as its head. Mr. John Dunlap is principal of Central High School and Mr. Frank K. Smith is principal of Centennial High School.

California Junior College Association will convene on November 14 and 15 for its annual fall meeting at Bakersfield.

Book Reviews

(Continued from page 11)

From Ginn and Company

Heroes, Heroines, and Holidays by Eleanor Thomas and Mary G. Kelty. (246 pages.) List price, $1.44.

Here are thirty-five charming sketches about illustrious figures and institutions in America's history, from Columbus' time until the present, and from a variety of sources. In this book the elementary school child is introduced to explorers, statesmen, Presidents, soldiers, inventors, humanitarians, and even an industrialist, a painter, and a composer. While each story is a factual presentation, all are entertaining enough to hold the readers' attention.

Among the people that are presented are Henry Hudson, Father Serra, Lord Baltimore, the Wright Brothers, Benjamin Franklin, Lincoln, Edison, Henry Ford, Sam Houston, Clara Barton, John Audubon, and Stephen Foster, which is indicative of the authors' desire to present a diversified list of heroes and heroines.

The general make-up of the book is pleasing with large well-spaced type and numerous illustrations in both black and white and color by Albert Jousset and Dan Sweeney.

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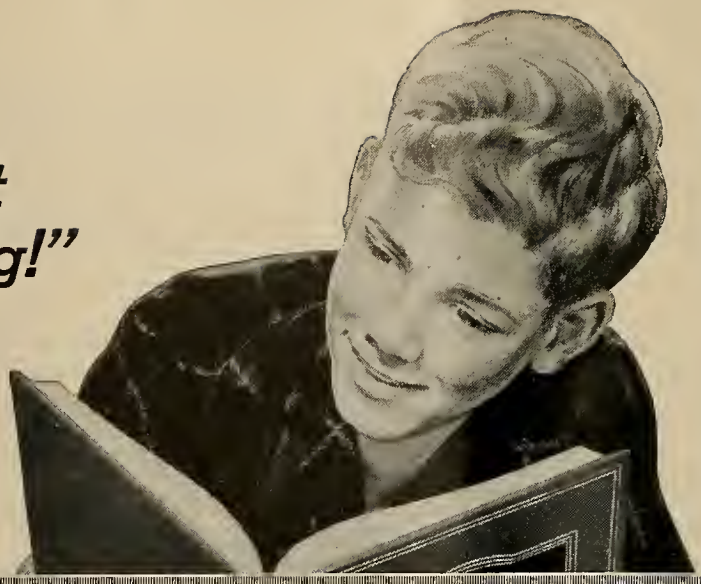

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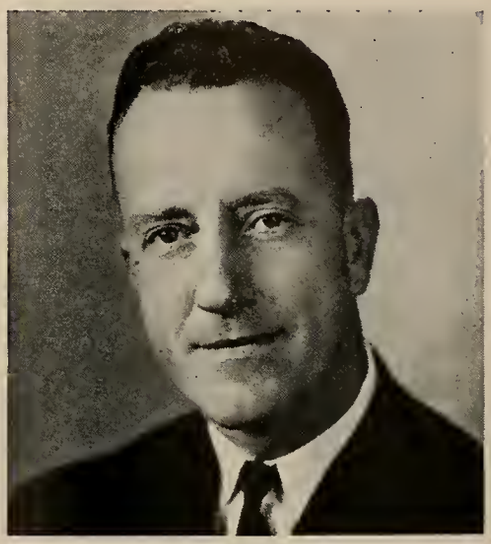

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Jottings of a Traveling Bookman

By
W. M. CULP

EDUCATOR ANSWERS TRIBUNE CRITICISM

A recent series of articles in the Chicago Tribune may have done a great disservice to the vast majority of American educators.

The series, authored by Frank Hughes, purported to show that the National Education Association was sponsoring the diffusion of Red propaganda by printing and distributing pamphlets decrying the American system and extolling the Communist plan as practiced in Russia.

The plight of the American educator is seen in the fact that various state legislatures have believed there is truth in such charges of Red infiltration and have by law called for the giving of courses based on subject matter concerning American liberties and constitutional democracy. This distrust exists although the American schools were founded for, and always have been the background for, teaching the principles of the American way of life.

One cause for this distrust could possibly be the "debunking" period in American history of some 25 to 30 years ago. It came to be the practice in American schools to be impartial in discussing all historical questions. The teachers' part was to present full information on the various isms—communism, fascism, nazi-ism—along with the story of American history and democracy, and then to let the pupil draw his own conclusions. To propagandize or to indoctrinate was Un-American. The teachers believed in letting the American system prove its superiority through comparison. However, some of them may have overestimated in their young students, the experience, background and ability to discern. Many pupils lacked the maturity necessary to make this comparison.

So it came to pass that numbers of American youth had little knowledge of the significance of human liberty or its guarantees under the constitution.

Profession Alert

However, it can now be said that the teaching profession as a whole is alert to its responsibilities. Teachers have become aware of the methods of propaganda being used in attempts to break down the United States' present form of government, and they have started to prove that the American scheme of government, in spite of inequities in the body politic—which is after all subject to the imperfections of human nature—has brought our people to a standard of living far beyond that of any other nation on earth.

They are agreed that the American form of government is a good form and that it is the privilege of every citizen to have a part in improving it—within the limits of the orderly processes laid down by law.

NEA Official's Letter

The Tribune's charges have not gone unanswered by educators of its area, however. Superintendent Lee Caldwell of the Hammond, Indiana, schools, is one of many educators taking exception to the series. Caldwell is prominent in his own state's educational affairs and is active in the National Education Association. In a letter to Colonel Robert McCormick, owner and publisher of the Tribune, he says—"As a firm believer in Democracy, the American way of life, and as a regular reader of the Tribune, I am protesting to you as editor and publisher of the Chicago Tribune, against the silly and vitriolic, and indiscriminate articles in your paper against American public schools. These articles, the first three, are on a par with the violent speeches of Andrei Vishinsky. In the first place, I want to tell you that the mind and heart of the rank and file of American school teachers is sound. They are firm believers in democracy as a great social faith, and of the same fiber and quality of their Christian faith. Among the vast hundreds of thousands of them there are undoubtedly some who walk to the left side of the street. But such teachers are comparatively few in number. Your articles are unfair and misleading. Take for example the references to the National Education Association. Have you ever heard of the Educational Policies Commission of the N. E. A. and their publications? Have you ever read their book on 'The Education of Free Men in American Democracy' or 'The Unique Function of Education in American Democracy'? I am quite certain that you have not, else you could not permit irresponsible blasts against a great educational association. I challenge you to read both of these books and then determine what to do. Attached hereto is an excerpt from one of these books. Does it sound communistic?

(Excerpted from The Education of Free Men in American Democracy—Education Policies Commission, 1941.)

"Democracy is more than institutions and ways of life. It is a great social faith which, in response to the yearnings and struggles of many races and peoples, has been developing through the centuries. * * * It is the finest of all social faiths that mankind has fashioned and followed during the thousands of years of human history. It is incomparably finer than the totalitarian rivals with which it is engaged in struggle for survival today. It is a social faith that, in spite of the darkness which now seems to be settling over much of the world, will in the course of time conquer the earth.

"The articles of the democratic faith have never been codified. * * * Although

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Vol. LIII, No. 8 November, 1947

the boundaries of this faith are elastic and changing, the following articles * * * must be included: First—The individual human being is of surpassing worth. Second—The earth and human culture belong to all men. Third—Men can and should rule themselves. Fourth — The human mind can be trusted and should be set free. Fifth—The method of peace is superior to that of war. Sixth—Minorities should be tolerated, respected and valued."

TEACHER SHORTAGE

The clamor of recent years over the teacher shortage in the public schools of the country and the recent rise in salary schedules all over the nation is commencing to have its effect. Dr. Clyde Hissong, state superintendent of public instruction for Ohio, has just announced that a survey based on reports from registrars of 40 of the state's 54 colleges and universities showed that one out of every eight students expects to become a teacher. Out of the 81,631 students covered in the report 10,107 stated they planned to be teachers. Dr. Hissong said he expected the shift of students into colleges of education to continue at an even faster rate "because of inducements being offered in the way of higher teacher salaries and anticipated competition for jobs in other trades." The last state legislature in Ohio ear-marked approximately $19,500,000 for increasing teachers' pay in 1947, an average increase of around $500.

MODEL BUILDING

Bloomington, Illinois, long has been known as an outstanding educational center. (It is the home of the Bloomington State Normal School and Illinois Wesleyan University.) What is not so widely known is that this city of around 35,000 population contains many manufacturing firms of national importance and the city itself is the county seat of what is called the fourth richest agricultural county in the nation. It boasts of many beautiful homes on streets lined with huge elm trees nearly a century old.

Public education in Bloomington has always been ranked high. It is not given to slavish adoption of new methods without due thought. As a neighbor of the State Normal School it has always had first pick of the best of that school's graduates. Dr. George N. Wells, superintendent of schools, has managed to keep the schools on even keel through the war years and together with his Board of Education is hoping that three-quarters of a million dollars of bond issue voted some time ago will go a long way toward relieving congestion that is developing in the schools.

How much more will be needed on account of the great increase in building costs is not yet known. However the board did spend some $50,000 of the bond money in buying and renovating an old residence just across from the high school plant. The purchase and renovation have resulted in one of the most attractive administration buildings in the Mississippi Valley area. The board acquired two lots, one of which is occupied by the "new" building. The ground is shaded by the huge elms.

The board spent $15,000 for the residence and $4000 for the extra lot. The total cost of renovating the interior (three floors and a basement) came to approximately $30,000. The house adapted itself almost perfectly to administrative school purposes. The first floor contains the superintendent's office, the Board of Education room, and the business department. The second floor has the offices of the regular supervisory forces, attractively grouped around a central room that was once the upstairs sitting room. The third floor is for conferences and is equipped for serving food for teas. The basement contains a textbook room, a huge vault, a supply room for light supplies, a complete oil heat and air conditioning unit installed by the Williams Automatic Heating Company and manufactured in Bloomington itself, and a local telephone unit for use of the school department. The floors have all been covered with flexi-tile and the walls have been celo-texed. The color decorations of the rooms are of light hues and give forth a feeling of freshness and light. All lighting equipment is new. The grounds outside have been paved for parking. The project was remodeled on a cost plus basis and Superintendent Wells, his Board of Education and the citizens of the community are more than pleased with the results of the project.

CHICAGO REQUIREMENTS

The Board of Education of the City of Chicago has again thrown open the examinations for principals to all qualified administrators, whether or not they live in Chicago. Open examinations for principals had been the rule in Chicago until 1936 when they were discontinued. In a recent News editorial the following was written and it is germain to all school systems: "In the search for the best—and the city is entitled to no less—any peculiar advantages of being trained in Chicago will show up in the examination. The way will still be open for the employment of unusual talent that may be developed in other cities. Other things being equal it is good policy to choose executives from within. But no successful enterprise closes its doors to extraordinary ability on mere grounds of residence. Great cities like Chicago have attained eminence because they attracted the best brains of the country."

MARRIED TEACHERS

Reversing a 36-year-old policy, the Pittsburgh, Pa., board of education last month lifted its ban on the hiring of married women as teachers. This was a major break in regard to the status of married teachers and their chances of acquiring positions of prominence in the educational field. Ever since the depression of twenties, and even before, many boards of education and trustee groups refused to hire married teachers initially, and if they married while teaching in places where tenure was not in effect, they were discharged. In Pittsburgh, among the first to be benefited are approximately 150 married women substitute teachers in the city's elementary schools.

WANAMAKER SPEECH

Emerson's statement "Things are in the saddle and ride mankind" was the keynote of a speech by Mrs. Pearl A. Wanamaker, Superintendent of Washington State Public Instruction, at an Altrusan Club convention banquet in Washington.

She pictured mankind today as a steed being lashed by such riders as bigotry, greed, intolerance, and ignorance. Mankind's task, she said, is to throw off those forces and work for a lasting peace.

She attributed the foreboding with which the nation looks to the future today to our having allowed our development of material things to outstrip our development of ideals. The United States has been more concerned with the quality of material production than with the quality of education of the youth of the nation.

The nation's ideal should be the setting of its sights on making our educational system such that one day its educational system will produce men who will not unleash scientific frankenstein monsters for destruction, but will harness scientific knowledge for the betterment of mankind, Mrs. Wanamaker concluded.

Western School News

Edited by MORRIS WAGNER

SUPERINTENDENTS HOLD ANNUAL CONFERENCE

Approximately 600 school officials attended the 1947 annual conference of California city, county, and district superintendents, called by State Superintendent of Public Instruction Roy E. Simpson, October 1, 2, and 3 in Sacramento.

One of the best represented counties was San Diego. Some 50 San Diegans, representing the city, county and college systems were present.

The conference opened with a general session in which the California School Trustees, who were concluding their conference, met with the Association of School Superintendents.

Mr. Jackson Price, president of the superintendents' group presented the convention theme "The American Way in Education," and State Superintendent Simpson gave the main address in which he outlined "Postwar Progress in California Education."

Mr. Simpson said the department has had fine support from Governor Warren and the legislature in spite of some disagreement over the textbook question. That disagreement, Mr. Simpson said, has received considerably more publicity than its actual importance warranted.

Mr. Simpson told the superintendents he planned to submit detailed plans for reorganization of the State Department of Education to the State Personnel Board and expected final approval this month (November).

"The department has been organized into six major divisions, as recommended originally in the report on administration of the California Public School System conducted for the Reemployment and Reconstruction Commission by Dr. George Strayer in 1945," Mr. Simpson said.

"The legislature submitted to the people at the last general election Constitutional Amendment 9, which authorizes the State Board of Education to appoint, on nomination by the superintendent of public instruction, three associate superintendents and one deputy superintendent. One deputy is already authorized in state law."

He said the divisions and the superintendents in charge are: Division of Departmental Administration, headed by himself and George E. Hogan, deputy superintendent; Division of Teacher Education, headed by Dr. Aubrey A. Douglass, associate superintendent; Division of Instruction, headed by Dr. Ralph R. Fields, associate superintendent; Division of Libraries, already established in State law, headed by Dr. Mabel R. Gillis, state librarian; Division of Special Schools and Special Services (state schools for deaf and blind, for cerebral palsied children, and the Bureau of Vocational Rehabilitation), headed by Dr. Herbert R. Stolz, deputy superintendent; and the Division of Public School Administration, Organization and Finance, headed by Frank M. Wright, associate superintendent.

The conference was divided into four general sessions and numerous section meetings devoted to specific fields of administration. Thursday's meeting was of particular interest, being devoted to a review of the reorganization of the State Department of Education by the associate and deputy superintendents in charge of the various divisions. Each superintendent outlined the particular functions of his department and the program he plans to carry out.

Dr. Aubrey A. Douglass, Teacher Education Department head, said State teacher training institutions are graduating only 3000 teachers a year—half the number that are needed to handle the vastly increased school populations in California.

Dr. Ralph Fields, chief of the Division of Instruction, said his organization has undertaken to draw up a framework of public education in California defining the major objectives of the instruction program in California elementary schools.

In discussing the curriculum development program he stated that after the years he has spent in the field of curriculum he knows that very little can be accomplished unless the superintendent concerned is behind the program, promoting its use. He discussed his task of correlating the work of the state curriculum commission with the services of the State Department of Education.

Dr. Mabel R. Gillis, state librarian, told about the process of correlating the California State Library with the State Department of Education during the last 20 years. The library became a division of the education department at the time of the reorganization of department in the late 1920's. Dr. Gillis explained the connection of the State Library itself with the county libraries which serve the schools through county school departments and other agencies, thus completing the chain through which it serves the people of the state.

George F. Hogan, deputy superintendent of public instruction, discussed the particular responsibilities of his office and its place in the California educational system.

Dr. Herbert Stolz, who was appointed deputy superintendent of public instruction only a short time before the conference, discussed the program of special schools and services in California. His recent appointment brings him back to the State Department of Education where he served nearly 20 years ago as head of the State Department of Physical Education.

Frank M. Wright, associate superintendent of public instruction, discussed the program of school administration in California. He said he expected an early settlement of questions of law between the Veterans' Administration and the Department of Education, and said this would clear up the inconvenience suffered by veterans enrolled in California Junior Colleges with respect to reimbursement for supplies and equipment provided by the colleges.

Chairman of the session was Roy E. Simpson, state superintendent of public instruction.

Homer Cornick Named President for 1948

Homer H. Cornick, superintendent of Santa Cruz city schools, is the new president of the School Superintendents' Association.

Born in San Francisco and educated in the Bay Area, Mr. Cornick has risen steadily to positions of greater and greater responsibility, at the same time taking an active part in the affairs of communities in which he has lived.

He graduated from Alameda High School and then started at the University of California shortly before the war. After two years in the navy—1917-1919—he returned to graduate from the Berkeley campus in 1920. He received his M. A. degree in Educational Administration in

1922. By that time he already had two years' teaching experience at Alameda High School.

He became principal of Davis Grammar School in 1923, and while holding that position helped to organize Davis Joint Union High School as well as the local elementary schools during the period 1925-1930. In 1930, in recognition of the excellent work he had accomplished there, he was appointed district superintendent of Davis public schools. He held that post for ten years, leaving to take over his present duties with the Santa Cruz city school system.

Among his community activities are terms as president of the Rotary Club Group; commander of the American Legion Post; Chairman of the Community Chest Drive; chairman of the Boy Scout Council; chairman of the Board of Trustees of the Presbyterian Church; director of the Chamber of Commerce.

He has also been president of Lambda (1920 U. C.) Chapter of the Phi Delta Kappa, professional educational fraternity, and president of XI Field Chapter, Sacramento, 1937, and national councillor of the fraternity from 1920-1937.

He holds a commission as major from the State of California Adjutant General's office in connection with his work with the California Cadet Corps.

Minneapolis Mayor Speaks at Dinner

Mayor Hubert Humphrey of Minneapolis, Minnesota, spoke at the President's Dinner at the Superintendents' Conference in the Empire Room of the Senator hotel. Dr. C. C. Trillingham of Los Angeles was toastmaster—and had some anxious moments when the Honorable Mr. Humphrey's plane was delayed nearly an hour.

Dr. Trillingham was ably assisted in entertaining the guests by the Sacramento Convention Ensemble, which is an unusually good local group. The ensemble presented several humorous songs. Forrest Routt, of Martinez, deserves a special tribute for his part in leading the superintendents in group singing. (Mr. Routt has conducted their performances for many years.) His infectious gayety and melodious, booming voice (even without a mike) carried his audience with him. On this evening, under his direction, the superintendents joined in with enthusiasm. It was beautiful four-part community singing, with a preponderance of male voices

J. R. CROAD

even though many superintendents' wives were present. When Mr. Routt called for whistling, Jack Price and Roy Simpson distinguished themselves.

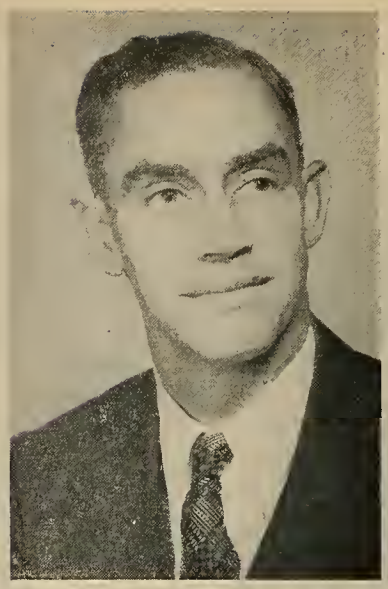
Mayor Hubert Humphrey's dramatic arrival (he was rushed from the airport directly to the dinner) concluded the singing. Mayor Humphrey was trained in political science and has been a teacher and a professor of political science. He regards education as his primary field of interest. The keynote of his talk was that education today demands spirited as well as intelligent leadership.

He said one of the greatest demonstrations of American democracy is the public school system. Our public institutions of education are in the full meaning of the word the people's property.

"Education, like liberty, demands eternal vigilance. There is not room for the sunshine patriot who withers away at the first blast of a wintry wind," Mayor Humphrey said.

New officers who will head the Superintendents' Association for 1948 are: Homer H. Cornick president; J. R. Croad, secretary; Jackson Price, vice president; and Vaughn D. Seidel, treasurer.

Ruth Edmands, county superintendent of schools for Colusa County, was elected to the board of directors.



VAUGHN D. SEIDEL

JACKSON PRICE

Growth of Chula Vista Schools

J. Calvin Lauderbach, district superintendent of Chula Vista, says in 1930 his district had 700 children in one school, and that now there are five schools and 2200 children in the area. Chula Vista is an ideal residential place some seven miles outside San Diego. Mr. Lauderbach entered the Chula Vista school system in 1923. He was born in Michigan but came to the Santa Ana district during his high school days and completed his education here.

Allen Keim, who was present at the conference has been district superintendent of San Gabriel for the past three years. Prior to that he spent four years in the San Juan Capistrano school system.

TRUSTEES' ASSOCIATION HOLDS ANNUAL CONVENTION

The California School Trustees' Association held its annual meeting in Sacramento, September 29 and 30 and October 1, overlapping with the Superintendents' Conference and joining with the Superintendents in its final session.

R. E. Bosshard of the Alameda City Board of Education was elected president of the group for the coming year. C. Stanley Wood, president of the Oakland Board of Education, is the association's new second vice president.

Mr. Bosshard, in his introductory speech, paid Mrs. Florence Porter, executive secretary of the association, a very high compliment. He stated that, while she always did a splendid job of planning conventions, the members considered this meeting one of the most outstanding in the history of the organization.

One of the highlights of the meeting occurred with the arrival of W. G. Carr, National Education Association staff member and UNESCO delegate, who flew here from Washington, D. C., on the day he was to appear on the program and flew back the same night.

David Rose, president of the National Board of School Trustees, also came to California to participate in the program.

Among resolutions adopted by the Trustees Association at the meeting were one in support of the California Teachers' Association and one recommending a complete and thorough counseling service to insure better and more competent teaching staffs.

The first resolution adopted by the group said: "Resolved: that the California School Trustees Association commends and approves the type of organization exemplified by the California Teachers' Association, and its affiliated local groups; and expresses appreciation of the purposes and objectives of these organizations in maintaining the professional status of public school teachers. We are gratified with the cooperation of these teacher associations with school trustees in advancing the course of public education.".

The other resolution stated: "Whereas, in order to better the standards of our educational program, and in order to insure better and more competent teachers in the profession; it is recommended that a more thorough and complete Counseling Service, including aptitude and psychological tests, be provided for all teachers training institutions, as a pre-entrance requirement for teacher training."

Another highlight of the meeting was the dramatization of a school board meeting. About three years ago Dr. Paul Leonard, professor of education at Stanford University and now president of San Francisco State College, introduced the idea of dramatizing a school board meeting. At that first presentation Mr. Bosshard acted as president of the board. All the details of a regular board meeting were followed through.

The group of school board members who were present were so favorably impressed with the results of the presentation that the practice was continued the following year and now appears to have become a useful and interesting tradition of the meetings.

At this meeting another such dramatization was on the program. A script was worked out—much of it written by Mrs. Florence Porter—and experienced personnel were selected for the various leading roles. Eugene Tincher of Long Beach acted as president of the board and Dr. Wm. G. Paden of Alameda took the part of the superintendent.

The dramatizations, with their presentations of many school problems, are of particular value to the rural and small community boards of trustees. It has also received considerable publicity throughout the United States. Mr. Bosshard reports the association has had inquiries from as far away as Washington, D. C., concerning the project.

CARR LECTURES AT TRUSTEES MEETING

Dr. Will G. Carr, NEA staff member and UNESCO delegate, outlined to the School Trustees three major problems facing the UNESCO and told the group what the United States and its people should do to ensure success of the international educational organization.

The principal difficulties at present are, he said:

1. There is not enough representation from elementary and secondary education.
2. The Soviet Union is unwilling to cooperate.
3. The present budget of $6,000,000, of which the United States contributes 40 per cent, is much too small to do an adequate job.

The success of the organization depends greatly on what the people of the United States do here in this country, Dr. Carr said. He told the trustees he believes the nation must work to avoid national and racial prejudice, and the schools should teach national and international problems together.

In an effort to avoid future wars, he said, the schools should realistically teach the truths about the causes and consequences of the last war and dangers connected with another war. They should go on from that point to teach about the machinery now set up to maintain the peace, particularly the United Nations Charter and the framework in which it operates.

The nation must work to develop a sense of world community, and should help to restore devastated schools in our allies' countries.

Improvement of education for international understanding, and circulation of information regarding UNESCO were listed as major goals.

Dr. Carr also urged that steps be taken to bring about a wider exchange of teachers between countries, particularly with England and Canada.

He said that 64 per cent of the American people now think they can do nothing to prevent another war, that attitude is erroneous and the schools have an obligation to eradicate the opinion as much as possible.

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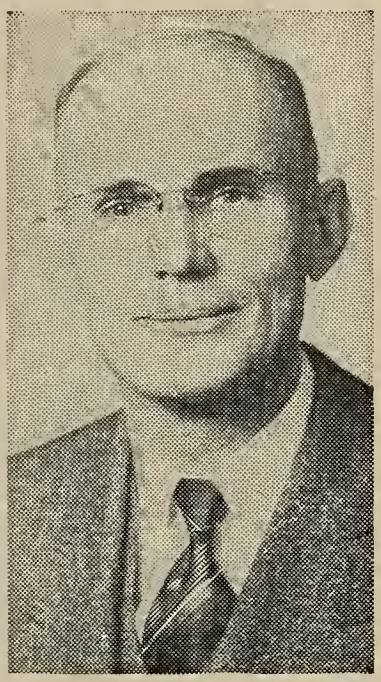
EDUCATOR DISCUSSES CHANCES FOR PEACE

While more than 90 per cent of the people felt they could make a positive contribution to winning the war, less than one-third of them feel they can do anything to preserve the peace.

This is a fallacy, says Superintendent Theodore R. Nickel of the Tulare County Schools in his column in the schools' bulletin.

"Unfortunately too many people feel they have a part in winning a war, but that there is nothing they can do about keeping the peace. The third world war need not happen, it must not happen, and all of us can do something toward preventing it.



THEODORE R. NICKEL

TULARE COUNTY'S ANSWER TO SCHOOL HOUSING SHORTAGE — Shown above are interior and exterior views of the attractive school buildings purchased from the government by Tulare County and converted to their present use. Superintendent Theodore A. Nickel, of the Tulare County Schools, says that, generally speaking, acquisition of the buildings took from 60 to 90 days, and in some cases the buildings were available before the school boards had had time to make arrangements for moving them to present sites. The structures are former army buildings, purchased from War Assets Administration. In practice they have proved very fine and adequate buildings, Superintendent Nickel states.

"In our early history it was customary for people to say, 'We are from Jamestown,' or 'We are from Philadelphia.' A little later they said, 'We are from Virginia,' or 'We are from Pennsylvania.' This view was expanded and soon it was customary to say, 'We are from the South,' or 'We are from the North.' Until recently, we said, 'We are from North America, or South America.' It is very evident to some of us that now we are not only citizens of a country but we are citizens of a world, and problems of the world concern all of us. I believe that our schools can definitely do something toward helping to solve peace problems.

"To begin with, we cannot afford to have any race prejudices. In America and in our schools we have citizens from all over the world and we have the best opportunity to develop good racial understanding by doing everything we can to eliminate race prejudices. We need to do more toward developing an international point of view in our schools. The UNESCO (United Nations Educational, Scientific, and Cultural Organization) meeting in Mexico recently was an attempt to solve international problems, not with guns but with the educational approach. The U. S. has allocated $6,000,000 for this movement. Some may think this is too much but during the last war thirty million men lost their lives. If this organization can do anything toward keeping the peace, certainly it would be much cheaper than war. Many schools in our country do not have adequate buildings and educational supplies, yet what we have is a paradise in comparison with what the children of Europe have. Many schools have no buildings. They meet outside as long as the weather permits it. They have no books and no libraries. The school consists of

(Continued on page 9)

SURVEY GRAPHIC OFFERS EDUCATION ISSUE

Increased salaries alone will not remedy the present teacher shortage, according to educational authorities writing in the special November issue of *Survey Graphic,* which is devoted entirely to education.

The 108-page edition, published November 12, reviews the current activities of American schools and colleges and their responsibilities in the postwar world. It appeared during American Education Week, November 9-15, at the time of the second meeting of UNESCO in Mexico City.

The foremost danger today is not that we will pay teachers too little, but that we will fail to recruit and train teachers worthy of the best professional salaries. It is not so much that we will have a shortage of persons certified to teach, but that we will have a shortage of properly educated teachers to certificate, Dean Harold R. Benjamin of the School of Education, University of Maryland, writes.

In his discussion of morality as the "enduring goal" of education, Eduard C. Lindeman, New York School of Social Work, Columbia University, says "If I were in charge, my first action would be to eliminate from the curricula of teachers three-fourths to nine-tenths of all courses labelled 'methods.' The 'how' of teaching needs to be learned, but not independently of the 'what' and 'why.' "

Writers in the special issue also point to the immediate need to raise teaching salaries to check the present drift away from the profession and to attract more able young people to it. The issue touches on many other current and pressing problems in education.

An item of especial interest to ex-servicemen and women is James Hennessy's article on why he, a recently returned ex-GI, plans to make teaching his life work.

Mr. Hennessy mentions the attitude he encountered frequently among persons he told of his plans. Some, he said, "intimate there is something strange in the prospect of a man wanting to be a school teacher when he might be something as dynamic as an insurance salesman or a bank teller."

But, Mr. Hennessy says, "There is no more challenging occupation today than that of striving to guide youth in its exploration of methods of establishing a functioning world society . . .

"If the men who helped fight and win World War II can contribute anything to education today, I think it is a realization of the vital role of the teacher as one of the few valid influences on popular thinking and action—particularly in time of crisis."

LEGION SPONSORS ESSAY CONTEST ON AMERICANISM

Prizes consisting of sets of the new 1947 edition of the *World Book Encyclopedia* will be given to 52 junior and senior high school students for the best Americanism essay submitted to an American Legion Auxiliary contest which opened this month.

One prize will go to the winner in each Legion department—the 48 states, District of Columbia, Alaska, Hawaii and Panama. The subject of the essays will be "Our Great American Heritage—Liberty."

The encyclopedias are being donated for the eighth successive year by the publishers, the Quarrie Corporation of Chicago. The grand prize winner will also receive a cash award of $100.

Color posters announcing conditions of the contest may be obtained without charge for posting on bulletin boards in libraries and school rooms. A reading list, prepared by the librarians of the Quarrie reference library, may also be obtained on request as an aid to participants.

Inquiries on the contest, posters and reading list should be addressed to The Reference Library, World Book Encyclopedia, The Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Illinois.

PACIFIC MUSIC CAMP SUCCESS

Pacific Music Camp, a project for the West modeled on Michigan's Interlochen, had an amazingly successful second season, David T. Lawson, director, reports.

Lawson, who is also a member of the staff of the music department of College of the Pacific, said students flocked to the camp from 16 states, Mexico and Hawaii. Under the leadership of world famous conductors and artist teachers the students turned in a remarkable record of accomplishment.

"The camp is already making a tremendous impact on the thinking of music educators, and through the students themselves, on the music of the West, and will without doubt be the outstanding influence for development in that field," Lawson said.

J. CECIL PARKER HEAD OF U. C. EDUCATION EXTENSION

Dr. Baldwin M. Woods, director of University Extension, University of California, today announced that Dr. J. Cecil Parker, associate professor of Education on the Berkeley campus, and former Coordinator of Curriculum for the San Francisco Public Schools, has been appointed head of Education Extension.

In his new capacity, Parker will organize education classes and assist in planning Institutes dealing with educational problems. He also will consult with public school groups regarding in-service educational problems.

Active in the education field since 1926, Parker has served as Director of Curriculum, Fort Worth Public Schools, and as Director of the Michigan Curriculum Study sponsored by the Michigan State Board of Education. During the war he held the post of Director of Educational Services, Government Wartime Economic Stabilization Program.

Co-editor of the "Yearbook of the National Education Association," Parker also is co-author of "Citizenship in Our Democracy," published by D. C. Heath & Co.

Parker received his doctorate in Educational Administration and Curriculum at Teachers College, Columbia University, in 1940.

WAR AND PEACE

(Continued from page 8)

only the children and the teacher. Today a pencil in Greece costs $7.50. Would it not be a positive move towards peace if the schools of our country would do more toward relieving hunger and privation in Europe? We want better school buildings, better libraries and a better total educational program, but all of these would be of little value if we should go into another war which would probably destroy us from sea to sea.

"Our greatest problem today is not lack of buildings, inflation, or the possibility of a depression. These are indeed great problems, but the greatest one is our international crisis. It would be very interesting for the children and very much worthwhile if you would familiarize them with the efforts of the UNESCO, and we also suggest that the schools do whatever they can toward acquainting the children with the conditions in other countries with the hope that they might want to aid groups organized for the purpose of bringing aid to these distressed children."

Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARIANS MEET AT SANTA CRUZ

By Thelma Reid, Field Representative, California State Library

The combined Tri-District meeting of the Golden Empire, the Golden Gate and the Yosemite Districts of the California Library Association which met at Santa Cruz the first week-end in October was the occasion for a number of library get-togethers.

County Librarians Hold Conference

The opening session of the 37th California County Librarians convention was called by Mabel R. Gillis, State Librarian, for Friday, October 3d, just preceding the Tri-District meeting. Following the usual greetings, announcements and reports, Eleanor N. Wilson, Librarian of the Kern County Free Library, talked on the "Provisions, prospects and present status of the Public Library Demonstration Bill (S. 48-H. R. 2465)" now before Congress. Miss Wilson is Chairman of the California Library Association-American Library Association National Relations Committee.

The proposed bill would provide federal funds for demonstrations of library service under the supervision of the state library agency in areas now without libraries or with inadequate library facilities. Californians are interested in the bill because although the state's over-all coverage of library service ranks high, there are still areas in seven counties which lack free public library service. These are Alpine, Del Norte, Lake, Mendocino, Nevada, Shasta and Yuba Counties.

Howard M. Rowe, Librarian of the Santa Barbara City and County Library, reported on the new bookmobile being put into service there. The Santa Barbara bookmobile is specially constructed on a bus-type vehicle, and will be one of the largest in operation in California. Other topics which were discussed included Branch Library Housing, the 40-hour, 5-day week and its effect on county library headquarters operations and examples of informal library cooperation in California counties.

At the County Librarians' Dinner on Friday, Mrs. Norman Sullivan, Trustee of the Santa Cruz Public Library, charmed her audience with an animated account of her trip by air through South America, with interesting detailed descriptions of the various South American libraries which she visited.

County Libraries and Public Health Depts.

On Saturday morning, the meeting began with a discussion of how libraries and health departments can work together in health education throughout the state. Mrs. Carol Bloomfield, Consultant in Health Education for the State Department of Public Health, and Levitte Mendel, Health Educator for the San Jose Health Department, told the county librarians about California's general health education program.

Charles J. Boorkman, Science Librarian at the San Jose State College, supplemented Mr. Mendel's remarks by telling of the College program for veteran students and their families.

Mrs. Jeannette Barry, Librarian of the State Department of Public Health, explained the services of that library and how county librarians might utilize its specialized materials when such information might not be available in a county library collection. Attention was directed to the graphic display of health education materials of interest to librarians which had been arranged for the conference by Mrs. Barry. Questions and comments by the county librarians developed the possibilities of further cooperation between libraries and health departments.

Development of Library Salaries

Mrs. Eleanor H. Morgan, Assistant State Librarian, presented facts and figures illustrating the historical development of County Librarians' salaries, which were originally set by the State Legislature and are now regulated locally by the County Board of Supervisors in each county. Mrs. Morgan's comparative study of prevailing salaries for county librarians over the years, particularly between 1942 and 1947 shows that, although an over-all percentage increase has been achieved, the present average is still far out of line with salaries for similar types of professional activity.

Plans For State-Wide Cooperative Service

Plans for state-wide library cooperation in California were outlined by Thelma Reid, Field Representative for the State Library. The California Library Association committee on Mobilization of Library Resources (Donald Coney, Librarian of the University of California Library, Chairman) is working on plans to encourage the coordination of the state's library resources, largely by cooperative means, in order that the citizens of the state may have the best possible access to books and similar materials, and the best possible help in the use of those materials.

In conjunction with the National Plan for Library Service sponsored by the American Library Association, one California county librarian has devised an exploratory scheme for regional cooperation. A map illustrating this plan for the cooperation of 23 northern California counties through four larger units of service was displayed as a stimulus to further thinking about possibilities of coordination of library activities.

Tri-District Sessions

At the close of the Saturday morning meeting, the County Librarians adjourned to join with the Tri-District meeting which opened officially with a luncheon at the Casa Del Rey Hotel, presided over by Helen A. Kearney, librarian of the Berkeley Public Library and president of the Golden Gate District. The librarians were welcomed by C. M. Aldrich, mayor of Santa Cruz, State Senator H. R. Judah, and Mrs. Geraldine G. Work, librarian of the Santa Cruz Public Library. The luncheon speaker was Mrs. Anne Fisher, who has specialized in the California scene in "The Salinas" and "Cathedral in the Sun." Mrs. Fisher discussed her recent book on Robert Louis Stevenson, "No More a Stranger."

During the afternoon sessions, at which Miss Kearney also presided, State Librarian Mabel R. Gillis spoke briefly, bringing greetings from the State Library. Mrs. Dorothy Rankin ("Jane Lee" of KPO) discussed "Libraries on the radio." Mrs. Rankin told about her "Woman's Magazine of the Air" program on which she is

interviewing librarians each week on Wednesdays at 9:30 a. m. She started this feature as an experiment, and the response from her listeners has encouraged her to continue as long as she can find a different northern California librarian to interview each week!

Dr. Peter Conmy, Librarian of the Oakland Public Library, approached the topic "California Centennials" from a vigorous new slant which was of much interest to the audience.

Mila de Laveaga, Reference Librarian of the Kern County Free Library and President of the Yosemite District, presided at the dinner meeting on Saturday evening. Dr. Eugene Staley, Educational Director of the World Affairs Council of Northern California, spoke on "Knowledge for Survival." The World Affairs Council is organized to "provide facts and realistic appraisals concerning economic, political and social problems of the world and to promote public education on world affairs." Dr. Staley explained how librarians may work toward international understanding.

Dr. Evelyn Steel Little, librarian of Mills College and President of the California Library Association, presented greetings from the association. Because the annual meeting of the association had been held earlier in conjunction with the American Library Association conference in San Francisco, and because the usual October conference is to be omitted this year, the following incoming state officers for 1946-1947 were introduced at this time: President, Howard M. Rowe, librarian of the Santa Barbara Public Library; second vice-president, E. Ben Evans, librarian, Kern County High School and Junior College, Bakersfield; executive secretary, Mrs. W. R. Yelland, Berkeley; treasurer, Thelma Reid, field representative, State Library. Edwin T. Coman, librarian of the Graduate School of Business at Stanford, the new first vice-president and president-elect was unable to be present.

New Officers

New district officers who were introduced included: Dorothy Drake of the Sacramento Public Library, president of the Golden Empire District; Mrs. Geraldine G. Work of the Santa Cruz Public Library, president of the Golden Gate District; Mrs. Ella P. Morse of the Colusa County Free Library, president of the Mount Shasta District, and Edith W. Taylor of the Tulare County Free Library, president of the Yosemite District. Two new district presidents were not present: Mrs. Helen Murie of the Eureka Public Library, president of the Redwood District and Mrs. Thelma Clark Jackman of the Los Angeles Public Library, president of the Southern District.

Closing Session

Dorothy Drake, vice-president, president-elect of the Golden Empire District, presided at the Sunday morning general session. A panel discussion on "What staff members expect of their administrators" was sponsored by the Municipal Libraries Section of the California Library Association, George F. Farrier, librarian of the Hayward Public Library, chairman. Participants in the panel were: Mrs. Sara Shephard of the Berkeley Public Library, Margaret Keith of the Monterey Public Library, Eleanor Burke of the University of California Library, Margaret McDaniel of the San Jose Public Library and Mrs. Beatrice Eggert of the Oakland Free Library.

The program was concluded with the film "Not by Books Alone, the Rochester Public Library in Action," which portrayed in technicolor, with commentary by the librarian, John Adams Lowe, how one library serves the residents of its community in education, enrichment and recreation, helping them to make better homes, earn a better living, and achieve more intelligent citizenship.

The adjournment of this meeting officially closed the Tri-District conference. However, a number of Sunday afternoon activities were provided which included a trip to the Big Trees with luncheon served at the Park, a "Clothes-Line-Art Exhibit" by the Santa Cruz Art League held at the Santa Cruz Public Library, as well as several special group functions.

Section Meetings

The Trustees Section of the California Library Association held a luncheon at the Hotel Casa Del Rey, at which Mrs. Walter K. Knox, trustee of the Oakland Free Library and chairman of the section, presided. Mabel R. Gillis, state librarian, talked on "California and the National Plan for Library Service." At the business meeting following the luncheon, Mrs. Knox was re-elected chairman of the section for the coming year.

The Northern California Section of the Music Library Association, Jessica M. Fredricks of the San Francisco Public Library, chairman, gave a musical program on Sunday afternoon at the Congregational Church. Organ, piano and vocal numbers were presented by members of the group.

Members of the San Francisco Bay Regional Chapter of the Special Libraries Association, Mrs. Margaret Uridge, chair-

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man, were entertained at a tea on Sunday afternoon at the home of Dr. Anna Gayton in Santa Cruz as the guests of Mary Kathleen Moore, librarian of the National Broadcasting Company in San Francisco.

In addition to the group meetings already mentioned, the Association of Children's librarians of Northern California, Mrs. Gertrude Jansens of the San Jose Public Library, chairman, gave a breakfast on Sunday morning. The state association's College, University and Research Section of Northern California, Mrs. Dorothy Keller of the University of California Library, chairman, lunched together on Saturday, as did the Reference Librarian's Council, Ethel Blumann of the Oakland Free Library, chairman.

The Northern Section of the School Library Association of California also met jointly with the Tri-District group. The school librarians held a breakfast on Sunday morning at which the president, Harriet M. Baker of the Monterey Union High School Library, introduced the officers and committee chairmen for the Northern Section. Guests were introduced by Elizabeth L. Kilbourne of the David Starr Jordan Junior High School, Palo Alto, program chairman. Book Breakfast plans for the coming year were announced by the book chairman, Margaret V. Girdner of the San Francisco City Schools. Jewel Gardiner, librarian of the Teachers' Professional Library, Sacramento City Schools, talked about her trip below the border, "Pan-Americana: Guatemala Style," illustrated by Kodachrome slides.

The breakfast was followed by a section meeting on "Visual Education Problems." Mary Lou Zingheim, supervisor of instructional aids at San Jose, discussed "Audio-Visual Work in California Schools" and Donald P. Bean, director of the Stanford University Press and former publisher of "Educational Screen" advised on "The Librarian's Part in Audio-Visual Education."

A delightful feature of all the meetings held at the Casa Del Rey was the beautiful floral background provided by the local committee. The apparently unlimited supply of breath-taking begonias made it possible for everyone to have at all times a flower to carry or to wear!

NEWS NOTES

Mrs. Lucille B. Metzger, a member of the Butte County Library staff, has been appointed county librarian of Butte County to succeed Ida May Reagan who retired under provision of the County Retirement Act on October 1. Miss Reagan is not leaving library work, however, and has been appointed librarian of the Oroville Public Library to succeed Miss Lee Hodson who has accepted a position as bookmobile librarian in the Grays Harbor County Library, Montesano, Washington.

* * *

Mrs. Eleanor H. Morgan, assistant state librarian, represented the State Library at the ceremonies on October 5 at the Los Angeles Public Library marking the retirement of Althea Warren and the appointment of her successor as librarian of the Los Angeles Public Library, Harold Louis Hamill.

Miss Warren was honored by the staff Association of the Los Angeles Public Library upon her retirement after 21 years with the Library and 14 years as librarian. Mayor Bowron and many other city and county officials as well as hundreds of librarians and personal friends attended the reception in the Central Library rotunda.

STRANGE MALADY AFFECTS CHILDREN'S EDUCATION

An ailment of great interest to educators and probably more common than all of our deafness, blindness, and insanity combined, is still almost unknown to the U. S. public.

The people suffering from this disease, dyslexiacs, called "dyxies" for short, according to a November *Coronet* article, are most often those who have been forced to learn more quickly than their personality development allows. The children forced in this way become baffled and frustrated, and turn into "dyxies," psychologically crippled.

The earliest symptom in the unfortunate child is its inability to read. A boy of five might spell c for o or *e*. Or he might read *was* for the word *saw*. Such a boy may easily become an incurable case.

Children, usually boys, subject to this ailment have been found to be normally intelligent. But the handicap of this defect can brand them as retarded or "mental," or even delinquent.

After Pearl Harbor over 1,000,000 men were rejected or specially classified because of this ailment, the *Coronet* article says. The tragic fact is that such cases can be easily prevented or even cured. But the vast majority of parents, teachers, and even judges and doctors, fail to recognize the conditions. This failure means that the individual continues to be psychologically unfit.

Very little has been done in investigating this little-known condition of dyslexia, but recent studies, as discussed by *Coronet* indicate the absolute need for a huge educational campaign—not yet begun—if this misfortune is to be wiped out.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find interesting and helpful

Fun for all, especially for ages 10-18

Applicable to any community, Davenport, Iowa's, Mardi Gras can give a fun-filled, trouble-free Halloween off the streets. School and civic leaders, cooperating, guide idea to gay reality. The amazing record of Davenport's success brought so many inquiries from teachers elsewhere we offer their pattern from which to plan your Mardi Gras:

Parade — 7 to 8 P. M.—school floats and bands, costumed marchers. Prizes awarded. **Show** at stadium — 8 to 9:30 P. M.—school acts delight 10 to 13 yr. olds sitting with parents; 14 to 18 yr. olds by themselves in high school section. **Mardi Gras** Costume Ball—9:30 to 12 P. M.—for high school celebrants; King and Queen of Ball named.

If further interested, write Scott County Sheriff, Walter H. Beuse, Davenport, Iowa—the originator.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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The WESTERN JOURNAL OF EDUCATION

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CHRISTMAS MESSAGE FROM HELEN HEFFERNAN

A letter from Helen Heffernan dated December 6, Tokyo, announces her return to the United States after a year of serving as Elementary Schools Officer on the Headquarter's Staff of General MacArthur. Miss Heffernan writes:

"The past year has been full of challenge and interest. I am more convinced than ever that Bruce Marshall was right when he said in *Vespers in Vienna* that 'it is only by making a philosophy and not a nation prevail that we shall ever attain universal peace.' The chance of making democracy prevail in Japan seems most favorable. The threat to civilization, if democracy does not prevail here and elsewhere throughout the world, is unthinkable to anyone who has lived even briefly in an area where the destructive force of war has been keenly felt.

"This Christmas should mean a rededication of the peace-loving people of the world to the Master's message of peace on earth, good will to men."

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Western School News

- **Supervisors Hold Annual Meeting**
- **English Teachers Meet In San Francisco**
- **Superintendent Tells Of School Progress**
- **Driver Education Program In California**

Library News

Book Reviews

December, 1947

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FISH and FISHING

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made a real profession for themselves.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater State support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.

The dues of California Teachers Association are $6 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association, which deserves the support of everyone interested in a good public education program in California.

President
ERWIN A. DANN
Principal, Fresno Senior High School
Fresno

State Executive Secretary
ARTHUR F. COREY
391 Sutter Street
San Francisco 8

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Jottings of a Traveling Bookman

By
W. M. CULP

The problem of change in educational procedure, organization, and subject matter is always the piece de resistance of the top-flight educational administrator as well as those farther down the line.

It seems to be axiomatic that no final solution is ever reached in educational matters. They are viewed now from this vantage point and now from that. And neither of the extremes—nor the middle course—is ever considered a final solution.

This brings us to the fact that another large-scale reorganization of the high schools system of the United States is now in order.

The reasons, as stated by Federal Commissioner of Education John W. Studebaker, have been with us for some time. They include among others the fact that high schools provide a program which emphasizes pre-college training, while only 20 per cent of their students go to college. Another 20 per cent take vocational courses.

This leaves some 60 per cent who are neither interested in the academic nor the vocational curriculum. With an estimated 6,500,000 students in our high schools this year, this leaves some 4,000,000 boys and girls who are not benefiting to any great extent from the tens of millions spent on their education.

What kind of subject matter these middle grounders should be exposed to has not been decided, but it is to be of such stuff as to prepare them for living in the world as it exists today.

The solution to the problem is not immediately apparent. Perhaps subjects adapted to that goal include studying the history of their own country; acquiring proficiency in their mother tongue—English; by getting acquainted with the various sciences; perhaps being introduced to a foreign language or two; developing an appreciation of the muses in art, music, and the dance; or by physical development under the direction of nurses, doctors, and physical education directors.

Obviously, though, all these things are already available in practically every large system in the country and most small ones.

Elective Courses

The trend in the universities and colleges of late years has been away from the system of elective courses and toward the same pattern for the first two years. The basic reason is that it is considered best for all educated persons to have a common ground in cultural subjects before specializing. As Dr. Studebaker states, "Evidence mounting rapidly since the war shows that our secondary education prepares young people for college and for the skilled trades, but it is not adequate for the vast multitude of our youth who are desired for the numerous occupations that do not require a long period of specific training but do require an extensive period of general education."

Dr. Studebaker considers the problem calls for drastic measures. The country supports 29,000 high schools today at an expenditure of some $1,250,000,000, with 14,000 of the schools consisting of 100 pupils or less, 19,000 having less than 200 pupils.

Dr. Studebaker calls for the reducing of the high schools by two-thirds. He feels that if we had 10,000 high schools with no enrollment less than 300 students, high school educators would be in a better position to revise the curriculum and to offer a sound education for all youth. This problem of unification of smaller districts into larger units is considered the problem of the various states.

Preliminary Studies

Preliminary studies of the problem have been going on for two years. This month a nine-man commission on life adjustment for youth is meeting in Washington. It consists of representatives of major educational organizations, who will help select pilot schools in local systems to serve as demonstration centers for other schools within each state. The program will thus get its start in key spots throughout the country on an experimental basis.

Members of the commission are Charles S. Wilkins of the American Association of Junior Colleges; Benjamin H. Willis of the American Association of School Administrators; J. C. Wright of the American Vocational Association; Paul D. Collier of the National Association of High School Supervisors and Directors of Secondary Education; Francis L. Bacon of the National Association of Secondary School Principals; M. D. Mobley of the National Association of State Directors for Vocational Education; the Reverend Bernadine Myers of the National Catholic Welfare Conference; Dean M. Schweickhard of the National Council of Chief State School Officers, and Marcella Lawler of the National Education Association.

1947 Enrollments Show Increase in New York

New York's State Department of Education reports the estimated enrollment for all schools in the state is 1,862,278 this year, an increase of 23,198 over September 30, 1946. New York itself reported an increase of 10,021 as compared with a rise of 6,803 in the previous year. Thirty cities reported gains, 33 reported losses.

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

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Fast Readers Learn Best, Says Expert

Norman Lewis, supervisor of reading-improvement courses for the City College of New York adult education program, says his studies show that the more careful and concentrated one's reading is the less one learns.

Mr. Lewis based his conclusions on a study of the habits of 700 men and women who attended his courses in the last three years. He said the fast reader developed a much keener perception and understanding of the material. Slow reading was caused by inadequate vocabularies and general knowledge, and the inability of the reader to recognize the printed word and quickly translate it into an image he could comprehend.

The poor reader restricts himself to single-word units, instead of covering a span of type with each eye movement. The trained reader covers about 500 words a minute, or about twice as much as the untrained reader, according to Mr. Lewis, who has authored a book entitled "How to Read Better and Faster."

U. S.-Canada History Text Revision Urged

Orators have made much of the three thousand miles of unfortified boundary line between Canada and the United States, and that is apparently about as much intrinsic knowledge as the vast majority of the citizens of either country have about each other.

A comprehensive study conducted recently by the Canada-United States Committee on Education unearthed little evidence of deliberate bias, but of the average senior high school history of 600 pages used in the schools of the United States barely eight pages are devoted to Canada and the Canadian textbooks are little better. The committee considers it important that from now on school historians recognize and appreciate the importance of acquainting Americans and Canadians with each other's achievements and goals, and urges the rewriting of our textbooks, to provide both Americans and Canadians with a broader and more accurate picture.

College Enrollment Analysis Released

The United States Office of Education has announced the most complete early college count ever made in the United States. This year 2,338,226 students were found to be registered in 1,753 institutions. Only 21 schools of higher education did not report. Their estimated enrollment is 6,700 students.

Dr. John Dale Russell, director of the Division of Higher Education, said that figures from the institutions were available within a few weeks and tabulation of them took seven weeks.

The figures show a 12½ per cent increase over the unprecedented growth of last year, and a million more enrollees than in the pre-war peak reached in 1940. Nine institutions had 20,000 or more enrollment each, while the lowest fourth of the colleges in point of enrollment carried only 2 per cent of the students. There are 403 institutions with fewer than 200 students.

The nine largest college enrollments are: New York University, 46,000; University of California, all campuses, 43,000; Columbia University, 31,000; University of Minnesota, 28,000; University of Illinois, 26,000; Ohio State, 25,000; Northwestern, 24,000; University of Wisconsin, 23,000; University of Michigan, 20,000.

Dr. Russell's statistics show that the enrollment of veterans increased by 3.9 per cent, while enrollment of non-veterans increased 21.8 per cent. This year's first time students numbered 592,846, as against last year's 696,419, with the result that sophomore classes are larger than freshman classes. This indicates that the big backlog of boys whose college educa- had been delayed by war is being whittled down. However, this year's freshman figure is 80 per cent above the highest pre-war level.

The figures show more women are in college than ever before. The current survey shows them to number 678,977 against the men's enrollment of 1,659,249. It was found out that girls are having to meet a higher standard for admittance than men are. Priority still goes to veterans, with higher-ranking men students next.

The enrollments according to types of institutions were as follows; universities, colleges and professional schools, 1,882,505, an 11.9 per cent increase; teachers' colleges, 162,199, an 8 per cent increase; junior colleges, 31,310, a 16.5 per cent increase; and negro institutions, 74,173, a 26 per cent increase.

The following states have more than 100,000 students in their higher institutions—New York, 280,874; California, 178,663; Illinois, 163,725; Pennsylvania, 142,280; Ohio, 142,279; and Texas, 122,516.

Teachers Groups Ask School Aid Increases

Throughout the country as a whole and in the various states, teacher organizations and school administrators are continuing their pressure upon state legislatures for more state aid in the financing of public education.

In New Jersey, where each local community is taxed far above the average for the support of public community educational institutions, the New Jersey Educational Association has gone on record as advocating new taxes to finance all state services.

Dr. Spaulding agrees that the new state salary schedule for teachers should be revised to include automatic pay increases after each of the first eight years of teaching, instead of the first five as at present.

He also considered that last year's state program for promoting teachers on merit to be sound in principle and considers this plan to offer the best chance to get the top salaries for first-class teachers up to the level to which they belong. This provision of the salary schedules of the last state legislature has been attacked all over the state by teachers and local teachers organizations, because they fear that promotion will be based more on political favoritism than on merit.

The New Jersey Association also urged the adoption of a $2,500 minimum salary schedule for teachers of the state. Last year the state legislature raised the minimum salary schedule from $1,200 to $1,800. In New York State, Dr. Francis T. Spaulding, State Commissioner of Education, is advocating a substantial increase in state aid for schools and is pledged to do everything in his power to increase the number of automatic pay increases for teachers.

The House of Delegates of the New York State Teachers Association is asked to support a program which would boost state aid by $103,000,000 next year.

Mrs. Porter Reports On UNESCO Meeting

Mrs. Florence Porter, executive secretary of the California School Trustees Association, attended the UNESCO conference in Mexico City, November 6. She represented the association and will report for several other educational groups. An article by Mrs. Porter on the UNESCO meeting will also appear in the *Western Journal of Education.*

Western School News

Edited by MORRIS WAGNER

INTERNATIONAL LIVING IS THEME OF SUPERVISORS' ANNUAL MEETING

Education's part in preparing students for international living was the theme of the recent annual meeting of the California School Supervisors Association and the Association of Child Welfare and Attendance in San Francisco.

The conference opened with general session presided over by Bernard J. Lonsdale, acting chief of the division of elementary education, California State Department of Education. Following a concert by the San Francisco State College Concert Band—and several encores demanded by the enthusiastic applause of the audience—the group was welcomed by messages from Roy E. Simpson, state superintendent of public instruction, and Herbert C. Clish, city superintendent of schools for San Francisco.

Dean Benjamin Speaks

Harold Benjamin, dean of the College of Education, University of Maryland—a former Californian himself—opened the Annual Conference with a blueprint for the educational needs of a truly great social order.

In a talk entitled "Educational Design for the Great Society", he said educational systems of great consequence attain that status because above, beyond and in addition to the little matters of their daily operation they concern themselves with achievement of the goals of a great society. While the mechanics of reading, writing and arithmetic are as essential as ever, they should be the tools with which the schools work, rather than the end result of education.

"I am convinced," Dr. Benjamin said, "that the educational systems of the world —even those of many savage and near savage groups in widely scattered cultural eddies and backwaters, have within themselves today the potentialities of producing a great world society."

Dr. Benjamin said his definition of the great society was one which gives every individual:

1. The most effective control over his physical environment.

2. The fullest achievement of beauty in living.

3. The highest moral significance.

Looking at the world's achievements in the realm of control over physical environment, he said Western Europe began the development of education in that area, and the United States soon followed and far exceeded his European teachers by the quantity of her production. First came fairly universal elementary education. After a generation of hesitation the nation moved on to nearly universal secondary school, and then without a pause moved to the notion of higher education for all youth—an ideal now going forward in extraordinary fashion. Whatever the good and bad features of such a system, it has undoubtedly given the 140 million people of the U. S. more control over their environment than any other nation can claim.

However, a proper balance is needed to achieve true greatness, he said. The world needs its philosophers, painters and writers —not imitators of the past—with appreciation of the past and hopes of improving on it.

Furthermore, a school should give a child the beginning of the feeling of the importance of the community—which it does through the medium of "class spirit," the rooters section at football games, and through other activities. And the importance of this phase of education is that those students who absorb it carry it on to become responsible members of their adult communities, Dr. Benjamin concluded.

An informal reception at the High School of Commerce auditorium closed the first meeting.

Teaching Task Analyzed

An analysis of the task each teacher faces daily in trying to build among their students relationships for democratic living was the theme of Dr. Ralph Fields, associate superintendent of public instruction, in addressing the second general session of the Supervisors' Conference.

Touching on the "four freedoms" Dr. Fields said increasingly large numbers of people have enjoyed freedom from enslavement as a result of mankind's unceasing struggle through medieval times to the present. But, he added, modern science is not without its threat to this aspect of liberty.

No citizen of any nation is free today from fear of war, and there are other threats. Freedom from want is essential. The citizens of this nation must work to help other peoples to progress toward this goal if we are to maintain our leadership, he said.

Training for the liberty to live one's own life begins quite young, he said.

DR. RALPH FIELDS

"A child is not living in a democratic atmosphere if he is subject to the dictates of overzealous parents," Dr. Fields said. He gave the example of a high school student who had flunked Latin for several semesters and was preparing to try again because his father insisted he was to go to law school. This case was solved by a conference with the parent.

Freedom with guidance should be the keynote in examining the teaching techniques to develop the concept that allows for democratic living the minute-to-minute relationships in the classroom, he said.

Dr. Fields said one way to get more virile and aggressive teaching is to get more virile and aggressive teachers, but the lack of freedom to live one's own life is one factor that makes this difficult.

"We must provide for means to allow the individual to achieve up to his own capabilities rather than providing for a dead, level mediocrity," Dr. Fields told the group.

The whole experimental movement is tied up with one essential—to find out

what, beyond subject matter, we are striving for, Dr. Fields said. The parent is interested in what kind of person his child is becoming, and the quality of person coming out of our schools is the governor of our action.

An intelligent attitude, self respect, and concern for others are essential. Self respect is necessary in developing responsibility, and entails honest self-appraisal. If the student, for instance, constantly makes excuses in school, the school is not developing an adequate personality, Dr. Fields pointed out.

"We are prone to overlook the value of our extra-curricular activities. The individual who has no concern over the team, dances, elections, etc., is living a pattern which is likely to be the same in his community living. He should be learning habits of joint action and concern over his community's success," Dr. Fields said.

Development of these qualities and teaching of the basics are not at all opposed, but rather go hand in hand, he said. Enthusiasm will result in much higher accomplishment in both fields. The importance of guidance in the student's motivation is known to the teaching profession and this is one of the reasons for the greatness of the California school system. —it has not lost sight of the importance of the individual and the relation of the basic skills to his ability to cope with his environment.

However, he concluded, we would like to see even better results in all these areas than we are getting now. The aim of the teaching profession would be to develop the power of the students it teaches to work and live democratically.

Other items on the program for the morning session were a concert by the Mission High School A Cappella Choir and a panel discussion led by J. Paul Leonard, president of San Francisco State College.

Group Action Skills

The third general session with Della M. Perrin, of the state department of Education presiding, dealt with presentations of "Skills in Group Action," by J. Cecil Parker, associate professor of education at the University of California, and "The Supervisor's Role," by Mrs. Gladys L. Potter, deputy superintendent of schools for Long Beach.

The Lowell High School Orchestra presented a concert for the delegates.

The following morning general sessions of participating groups and special committees were held. These included the California Association of Supervisors of Child Welfare and Attendance, with the topic "Aspects of Child Welfare and Attendance"; the meeting of the Secondary School Co-ordinators, who heard a presentation entitled "How Can the Co-ordinator Help Teachers and Principals Understand and Use UNESCO and Other International Materials?" by James Quillen, professor of education at Stanford University; and the sessions of professional committees.

SUPERVISORS ELECT OFFICERS FOR 1948

Dr. David H. Russell, professor of education at the University of California, was elected president of the California School Supervisors Association for 1948 at the San Francisco conference of the organization.

Other officers elected to assist Dr. Russell in heading the association during the coming year are: Helen Cowan Wood, first vice president; George Monroe, second vice president; and Martha Farnum, of the San Diego City Schools, secretary-treasurer.

The committees which scheduled discussions during the conference were those on Art Education, Youldon C. Howell, chairman; Audio-Visual Aids in Education, N. Evelyn Davis, chairman; Co-ordination of School and Community Responsibility for Children and Youth on a Twelve-Month Basis, Jack Robinson, chairman; Guidance in Education, Harry W. Smallenburg, chairman; Health Education, Mrs. Dorothy B. Nyswander, chairman; Music Education, Robert A. Choate, chairman; Public Relations, Bernard J. Lonsdale, chairman; Rural Education, Mrs. Elda Mills Newton, chairman; Social Studies Curriculum, Corinne A. Seeds, chairman; and Teacher Education, Frank N. Freeman, chairman.

The Committee on Research in Education and Committee on Study of the Curriculum for Five-Year-Olds held a joint meeting with David H. Russell, professor of education at the University of California as chairman.

The delegates also heard reports of state committees and section activities.

C. Burnam Heryford, 1947 president of the association presided at the annual banquet in the Gold Room of the Fairmont hotel.

State Department of Education

At the fourth general session, Roy E. Simpson gave a presentation entitled "The State Department of Education Extends Its Services." Ralph R. Fields, associate state superintendent, presided.

Nine State Department of Education meetings were held to discuss various phases of the organization's work. Programs discussed included schoolhouse planning, parent education, education of cerebral-palsied children, audio-visual education, health and physical education, elementary education, evaluation, secondary education and speech education.

A fifth general session concluded the conference. Mrs. Afton Nance, first vice president, California School Supervisors Association, presided. Eugene Staley, educational director of the World Affairs Council of Northern California, spoke on "Knowledge for Survival." The Edison Elementary School Glee Club entertained the delegates.

Among speakers at the Supervisors' Conference were Dr. Harold Benjamin, Dean of the School of Education, University of Maryland (whose speech is reported above); Dr. Ralph R. Fields, associate superintendent of public instruction and chief of the division of instruction, California State Department of Education (who opened the second session and outlined objectives of the state's educators); Dr. J. Paul Leonard, president of San Francisco State College; Dr. J. Cecil Parker, associate professor of education, University of California; and Mrs. Gladys L. Potter, deputy superintendent, Long Beach City Schools.

D. E. KITCH TAKES NEW POST

Donald E. Kitch recently took over the duties of chief of occupational information and guidance for the California State Department of Education.

He was transferred to his new office from the secondary education branch of the Division of Instruction. Before joining the Department of Education he was coordinator of secondary schools for Contra Costa County.

ENGLISH TEACHERS HOLD ANNUAL CONFERENCE IN SAN FRANCISCO

Educators from all parts of the United States and Hawaii gathered at San Francisco's St. Francis Hotel last month for the thirty-seventh annual meeting of the National Council of Teachers of English.

The three-day conference was the first ever held on the West Coast and the first held anywhere since before the war. More than 2000 elementary, secondary and college teachers attended.

The convention's theme was "Realism in the Teaching of English," and the program was designed to cover practical methods of English instruction from the elementary school through the university in ways best suited to this modern and changing world.

Porter C. Perrin of Seattle, Washington, is president of the Council. Convention hosts were the California Association of Teachers of English, Central Section, and the College English Association of the Bay area.

November 26, opening day of the conference, was devoted to a meeting of the executive committee.

The following day the teachers heard terminal reports of the committees of public relations, bibliography of college teaching of English, Children Learn to Listen, Children Learn to Read, Children Learn to Speak, college study of American literature and culture, manual for teachers' discussion groups, speech and standards for selection of books about other countries.

Election of 1948 Officers

The election of officers for 1948 was also held on November 27, and resulted in election of the following educators to leadership in the council.

Dr. Thomas Clark Pollock, dean of liberal arts at New York University, president; Marion C. Sheridan, New Haven, Conn., first vice president; Lucia V. Mirrielees, University of Montana, second vice president, and Dr. W. Wilbur Hatfield, editor of *English Journal* and *College English,* secretary-treasurer.

General sessions commenced during the evening of the second day. First item on the agenda was a discussion of realistic backgrounds for the teaching of English, with Harlen M. Adams, of Chico State College, second vice president of the council, presiding.

Greetings from Roy W. Simpson, state superintendent of public instruction, and Herbert C. Clish, superintendent of schools for San Francisco, were read to the teachers.

Mr. Perrin talked on a realistic philosophy for teachers of English; Helene W. Hartley, of Syracuse University discussed English teaching and the "Phoenix of Scholarship"; and Thomas C. Pollock, of New York University, presented a speech on "Wisdom and Folly in the Teaching of English."

Friday's schedule opened with a panel discussion on "The Curriculum Commission at Work," with Dora V. Smith, University of Minnesota, director of the council's commission on the English curriculum, presiding.

The first panel, on growth in English, was made up of Angela M. Broening, Robert C. Pooley, and Edna L. Sterling, with Thomas C. Pollock as leader.

The second discussion, under the leadership of Harold A. Anderson, covered scope and relations of the English program, with Luella B. Cook, E. Louise Noyes, and Marion C. Sheridan participating.

Variety of Luncheon Subjects

Delegates were offered their choice of three luncheon meetings. At the Italian Room of the St. Francis Hotel, Dora V. Smith talked on Basic Considerations in the making of a language arts curriculum, Henry C. Meckel of the University of California presided.

Those primarily interested in speech and drama attended a luncheon meeting at the Women's City Club, where Hubert C. Heffner, of Stanford University discussed the educational value of dramatics. J. Fenton McKenna of San Francisco State College presided.

NAJD members and interested teachers heard Chilton R. Bush, division of Journalism, Stanford University, and Will Rogers, Jr., president and publisher of the Beverly Hills Citizen, speaking in the Empire Room of the St. Francis. Clark Grafft, California state director of the NAJD, was chairman.

Ralph R. Fields, associate state superintendent of public instruction, presided at the first afternoon conference on November 28, a discussion of means of coordinating the curriculum.

Educator Discusses Curriculum Problems

George F. Sensabaugh, Stanford University, discussed the work of the committee headed by Dr. Aubrey Douglas, in studying curriculum problems of the state's schools. The committee agreed the aim of teaching English was to equip men to live efficiently in an enlightened world. With a grant of funds from the Rosenberg Foundation of San Francisco, the committee proceeded with its study on that basis, Mr. Sensabaugh said.

They found that very few school curricula were governed by a logical progression from simpler to more difficult work in the various lines of reading, writing, and speaking. Another major problem the schools face is that of meeting the increasing demand for "practical" courses without losing the sequence of study or neglecting valuable courses of the traditional type.

"Some high school courses were so arranged that a student could complete the course and graduate without ever meeting a first class piece of literature," Mr. Sensabaugh said.

(Continued on page 12)

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ASSEMBLY OF WOMEN DELEGATES TOUR EUROPE

Following the International Assembly of Women in Paris, September 28 to October 1, seven American delegates visited several of near-by Western European Countries, Bernice Baxter reports in a letter written aboard the homeward-bound steamer Media.

The group traveled in France, Italy, Switzerland, Luxembourg, Belgium, the Netherlands, and England.

Europe will rebuild again, but the youth of all the countries visited made it clear they believed this rebirth of their civilization could only come about with outside economic and social aid, Miss Baxter says.

"Discouragement growing out of years of strain, mental and physical, which now are followed by deprivation and monotony, gnaw at the very fibre of social organization. It is difficult for any political party to retrieve former prosperity. This is the period when untried and unfamiliar 'isms' may make promising appeals. Adequate food would add to stability of judgment," she writes.

Europeans are ready and willing to look to the United States for leadership. As delegates to the Assembly of Women, Dr. Baxter and her companions were asked to assist the French women in planning and executing the details of organization. The European attitude now, according to Dr. Baxter, is that America is thought to be not only a land of opportunity but also a place in which experience is richer and fuller.

"Teachers, students, technicians, all desire to study and learn American methods and procedures," Dr. Baxter says.

The group was impressed with the work of the Children's Emergency Fund in taking care of the physical needs of children. The work is well organized and will help tremendously, although it is only a drop in the bucket compared to what is needed. The United States has given relatively generously to the creation of this fund.

"This venture into Western Europe convinces me that the English-speaking people have a background of free speech, free institutions, and freedom of life in general that places upon them a peculiar responsibility to the rest of the world. We felt and saw the threat in some of the Western countries. Patriotic citizens shared their concern with us and sought our aid," she concludes.

STATE LIBRARY PROVIDES EXHIBIT AT UNESCO

The State Library and several California county libraries have supplied materials on typical library organization and the techniques for extension of library service to be displayed at the international exhibition on library development scheduled in connection with the UNESCO Conference in Mexico City this fall.

All member nations have been invited to submit materials illustrating the variety of problems and the diversity of peoples whom libraries serve. The establishment of library service in new areas and the development of distinctive and resourceful methods of meeting cultural and educational problems were emphasized in the exhibit theme: "Frontier library development."

TULARE COUNTY'S State Senator J. Howard Williams has been appointed to the important Senate Education Committee. Senator Williams, a proven friend of education, is particularly familiar with the problems of education in rural schools.

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STATE SUPERINTENDENT DESCRIBES PROGRAM FOR DRIVER EDUCATION

The secondary education staff of the division of instruction, under Dr. Ralph R. Fields, is developing plans for a program of driver safety education in secondary schools, according to State Superintendent Roy E. Simpson.

The staff is working with the Driver Safety Education Committee of the California Secondary School Administrators Association, the State Department of Motor Vehicles and other agencies and groups to work out plans for use in the state school system.

Activities and plans, to date, include agreement of the staff and the committee on major objectives such as: promotion of driver education and driver training in secondary schools; preparation of a publication to disseminate information and suggest practices and standards for administrators and teachers undertaking such courses of training; preparation of an annotated list of published material on the subject for distribution in schools, and seeking the assistance of the student councils of the state in promoting driver instruction, Mr. Simpson reported.

Other objectives on the agenda will include encouragement of school-community groups to foster the program; formation of safety councils in schools, development of community programs for traffic safety.

DEMAND SEEN FOR MORE STATE SPEECH CLINICS

More than 100 seriously speech-handicapped children were enrolled in clinics during the summer, State Superintendent of Public Instruction Roy E. Simpson reported recently.

In addition to the remedial instruction given to the children, the clinics provided an opportunity for observation and supervised practice teaching for candidates for the special credential in the correction of speech defects.

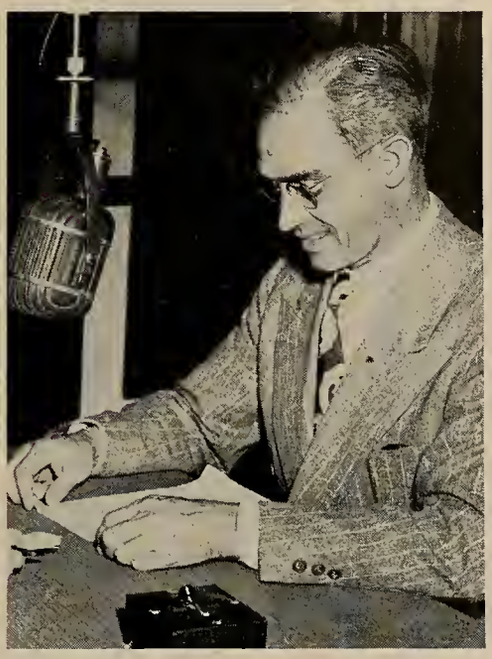
Speech correction teachers are continuously receiving requests from classroom teachers for help in recognizing speech defects and for assistance with problems in language and speech development in the classroom.

To help meet this situation, regional study groups are being organized in at east eight areas of the state to offer practical work in speech improvement procedures.

SUPERINTENDENT TELLS RADIO AUDIENCE OF SCHOOL PROGRESS

Indicative of increasing public interest in schools is the KLX (Oakland) broadcast last month in which Vaughn G. Seidel, Alameda County Superintendent of Schools answered questions on the system put to him by Mrs. C. H. Noyes of the Parent-Teacher Association.

Mr. Seidel said that 75 years ago the schools taught nothing but the "Three R's," and, contrary to popular opinion, those "Three R's" were not very well taught.



VAUGHN D. SEIDEL

Many school systems have performed interesting experiments by bringing into modern classrooms textbooks 50 to 75 years old. Almost universally this has brought out the fact that present day fourth grade children can read with ease the fifth and sixth grade readers of three-quarters of a century ago. The same results hold for writing and arithmetic, Mr. Seidel said.

But, he said, in spite of the progress made in actual teaching of subjects, the teachers as a group have done a very poor job of keeping the public informed of what the public schools are actually accomplishing now.

Today's schools are covering the basic subjects more adequately than ever before and are besides interested in every phase of the child's development—his health and general welfare, the necessary subject matter to train him for good citizenship, effective programs in vocational and industrial education, and counseling and guidance programs.

Referring to current interest in sex education in high schools, Mr. Seidel said the school administrators are ready to go into that type of study and related fields as soon as they are sure that the community desires such action.

DRIVER INSTRUCTION COURSES EXPECTED TO LOWER ACCIDENT RATE

By Bruce Benedict

Editor's Note—State Superintendent Simpson's report on the proposed driver instruction course was brought to our attention by a new member of the staff of *The Western Journal of Education*. He is young enough to remember his driving experiences and attitude as a teen-ager. His remarks on how valuable a similar course had been in his own case led us to suggest that he write this commentary on a matter of pressing general interest in view of the rising accident rate on the highways. —*Morris Wagner*

The California State Department of Education's proposed driver instruction course may be expected to cut the state's accident toll drastically by approaching the young driver in the only effective way —education.

At the age of 15, as the result of my only (to date) speeding citation, I attended the six-hour traffic school conducted by the City of Berkeley. Among my classmates were several friends of mine, and our attitude was typical of teen-age drivers then and now.

Most teen-age drivers who have driven just enough to develop confidence without the experience to match have the attitude "I'm a good driver and it's safe for me to drive fast because I'm young and have good reflexes. I'm in good physical condition and can handle a car, and I understand it mechanically better than the old folks."

The teen-ager sincerely believes he is a safer driver at 50 miles per hour than the older driver is at half the speed.

Traffic tickets usually won't cure him, because he still believes it is perfectly safe for him to drive fast even though it might be unsafe for some one who "isn't a good driver." Stories of death on the highway usually don't affect him because he believes his driving skill will enable him to avoid crashes.

(Continued on page 11)

Library News

Edited by MABEL R. GILLIS, State Librarian

LONG BEACH'S GREAT BOOKS PROGRAM

By Frances Henselman, *Long Beach Public Library*

Reading and discussing Plato, Rousseau, and Locke is fun if you're a good sport. Stalking ideas is as exciting as stalking game, though in a Great Book you sometimes find you have a tiger by the tail. You can't go along with it, but you can't let go either or it will turn and take a bite out of some prejudice you value highly. (And inevitably some of your prejudices *are* eaten away.)

Now reading will sometimes reveal a truth, but hunting ideas seriously is not a one-man job; hence the discussion group. It's much easier to tree an idea if you hunt in packs. If someone starts to follow a false scent, someone else is sure to bring him back and often the best insights into what an author has written come out of the discussion rather than out of one's reading.

Great Books Lists

Our hunting grounds in Long Beach are the Great Books lists developed in Chicago by the Great Books Foundation and used in Indianapolis, Cleveland, Detroit and other cities. Each course begins with the Greeks and progresses chronologically to modern times, giving each class a sense of history as well as a chance to see how the great arguments have developed and where they lead.

The Chicago lists were adopted for the very practical reason that getting books for the program is extremely difficult. When Americans stopped reading classical works, our publishers stopped printing them, and although some of the books are now coming out in low-priced editions, most of them are not available for quantity purchases.

The Great Books Foundation has made the readings for courses I and II available in paper bound copies; so we are using these and supplementing them with selections from Modern Library, Everyman, and other editions.

Basis For Program

Any library planning to undertake a new program has some reason for doing it. We began our project because we knew book-discussion groups were valuable and we decided it was our duty to provide one in our community. Bound up with this sense of duty was an enthusiasm for the project. This enthusiasm grew like Jack's beanstalk when we had an opportunity to study the preliminary draft of Mortimer Adler's "Manual For Discussion Leaders of the Great Books Courses."

Trained Leaders Available

At this point we discovered that Mr. Wilbur Jerger, now president of the Great Books Association of California had a few trained leaders available. Howard Root, one of these men, agreed to make the weekly trip to Long Beach and we revised our training plan. Future leaders would be developed from this first group. Participation in the group would give them the groundwork, and experience as a co-leader with Mr. Root would complete their training.

We were sure the program would expand into one of the important adult education offerings in the city and since we have an effective adult education division functioning in our public school system the next step was a telephone call to the Dean of adult division and a conference between him and Mrs. Theodora Brewitt, city librarian.

As a result of this conference the schools and library became joint sponsors of the group. The schools pay a leader for each group and the library provides enough books and meeting places. We believe that the Long Beach Public Library is the only library which attempts to provide a book for every member of the group; but books are essential and we have felt our investment has been justified.

First Fifteen Months

It is fifteen months since our first group began and today five groups are functioning. Each meets for two hours each week at the library or a branch. A long table with seating space for twenty or thirty people is arranged so everyone can see the two discussion leaders. Where we don't have a long table, we push a lot of round tables together and everyone sits along the sides making a rectangle. And because we believe in being comfortable, we provide ash trays, comfortable chairs (where we can) and we always take a ten minute break after the first hour.

Recruiting Students

Recruiting students for the first class was a problem. Discussion groups should be kept small (between twenty or thirty); so we were reluctant to advertise it too widely and at the same time we wanted everyone who was eager for such a program to know about it. Our first step was to prepare a mailing list of people we were sure would be interested. We sent them a mimeographed form announcing the program and enclosed a descriptive folder prepared by Mr. Jerger. Next we put up signs at the Readers' Advisory Desk and in library branches announcing the course and asking people who were interested to leave their names and addresses. We made a few telephone calls and we sent one article to each of the downtown papers announcing the program. The course was listed on the announcement of courses of the General Adult Division and that was the extent of our advertising. Sixty-three people turned up and today we have an average of twenty of them attending each meeting and studying Course III.

We could only offer one more course last Spring; so the same problem faced us. This time we again sent a notice to each paper and listed the new group on the announcement of courses. Word of mouth advertising did the rest. We had a turn-out of forty-seven and the group now has twenty-seven members.

This year we were able to get leaders for three new groups; so we sent two notices to the papers and advertised the groups through the branches again. All three groups have more than enough participants to ensure their continued existence. And all of them have people in them who are potential leaders.

Modern Applications

No, we haven't found an ivory tower. There is always a modern problem or application for the ideas we discover. First we dig out what the author has said; then we analyze it to see what he meant; then we jump on it to see if it is true. Is it true today? Has it always been true? Was

(Continued on page 11)

Book Reviews

From the Macmillan Company

UNSEEN HARVESTS by Claude M. Fuess and Emory S. Easford. (678 Pages.) List price, $5.00.

The book derives its title from the teaching profession itself, "Reapers of unseen harvest, molders of raw youth, member of that noblest of professions, the teacher." This is the first anthology of its kind—a full volume of literary classics with teaching as its subject matter.

In *Unseen Harvests,* modern educators like Mark Van Doren and Jacques Barzun have their say, and famous teachers like William Lyon Phelps, Bliss Perry, and Mary Ellen Chase give their views. There are vivid excerpts from the memoirs of such men as Edward Gibbon, Sean O'Casey, Clarence Darrow, Arthur Machen, and W. B. Yeats. Then there are essayists and philosophers who have written wisely about education, men like Lamb, Emerson, Edman, Santayana and Newman. There are also humorists and satirists such as James Thurber, Stephen Leacock, and Max Beerbohm, who have made fun of it.

The poets, as well as the novelists, have much to say about teachers and schools. There are passages from Whittier and Whitman, Arnold and Kipling, Dante and James Whitcomb Riley.

The book should be "required reading" for teacher training institutions. Since teaching is more than just a job to be held for pay, teachers must have more feeling for their work than is necessary for the mere job-holder. They must realize the importance of the imprint of their personalities on students, as well as the importance of their teaching of factual material. *Unseen Harvests* takes this view through the eyes of some of the best writers who have ever undertaken the task of putting on paper, with perception, the impressions of school and the teaching profession under many different circumstances, but with the common thread of schools and teaching everywhere running through the series.

Claude M. Fuess is the retired head of Philips Academy, Andover, Massachusetts, and is also well known as a biographer. Among his books are *Rufus Choate, Daniel Webster, Carl Schurz,* and *Calvin Coolidge, the Man from Vermont.*

Emory S. Basford is chairman of the department of English at Philips Academy.

SACRAMENTO COLLEGE OFFERS JUNIOR COURSE

Sacramento's new four-year institution of higher education has completed preparations for offering a junior year course, according to Dean Guy E. West of Chico State College, administrative head of the new institution.

The arrangements, worked out with representatives of the Sacramento school system, include courses following the pattern established in state colleges in the fields of liberal arts, including mathematics and physical sciences, commerce, education, and physical education.

The faculty will consist of members of the staff of the Sacramento college, who will be released for part-time instruction, and five additional instructors. The terms of the contract with the Board of Education of the Sacramento Unified School District have been agreed on.

All appointments and arrangements are for the school year 1947-48 only. The institution was authorized by Senate Bills 1219 and 1221.

Negotiations are being conducted with the Los Angeles City Board of Education and Superintendent of Schools Vierling Kersey for the establishment of a similar institution at the Los Angeles City College as provided in Assembly Bills 586 and 1498.

The State Department of Education believes the two institutions should operate in the same manner.

Driver Instruction Courses

(Continued from page 9)

The Berkeley traffic school attacked the problem by convincing us in terms we understood, that we couldn't drive both fast and safely. No amount of talk would have done it, but cold facts and figures did.

For instance, the school stressed a chart showing just how many feet an automobile will travel before it can be stopped—no matter how skillful the driver is.

We could see for ourselves that we couldn't stop in less than the given distance because simple mathematics showed us how the distance was computed—by determining the number of feet per second a car travels at a given speed, multiplying that by reaction time and the time in seconds it takes to "hit the brakes," then adding the number of feet it takes a car to stop after its brakes begin to work.

At 50 miles per hour that total is very impressive, and it is in a language that the teen-ager, fascinated by the automobile and facts about it, can understand and appreciate.

When the student realizes that, no matter how well he drives, it will take him 200 feet to stop at a given speed, he begins to realize his responsibility as a driver.

Our classes were held indoors and there were no facilities for showing us exactly what 50, 100, or 200 feet of distance looks like, but with modern facilities and more time, that addition to the course will undoubtedly prove valuable also.

The fact that the school convinced me is illustrated by the fact that during the ensuing 14 years I have had no accidents and no traffic tickets.

California's driver instruction classes may be expected to do as much for most of the young drivers who take them.

LIBRARY NEWS

(Continued from page 10)

it ever true? In the middle of this discussion, time is up and the meeting is closed, but little groups form and informal discussion goes on outside the building.

If our Great Books Group offered nothing else than the real fun they provide, they would justify their existence as a recreational service of the library and schools. But that isn't all they seem to offer. Our experience with the program has convinced us that (1) it is a wonderful way for the library to cooperate in offering an educational program to a heterogeneous group; (2) it actually does develop in group members the ability to listen, speak and read better; (3) the competition of ideas in the discussion group produces as many new insights as the original reading and perhaps even more; (4) the Great Books rather than good recent books offer the best opportunity to discuss modern problems rationally; and (5) great success in administering the program has come from the fact that it is jointly sponsored and supported by the public schools and public library.

Groups beginning now need not fumble as we did. The Great Books Foundation, 20 No. Wacker Drive, Chicago, Illinois, will help groups organize, and supply leaflets, brochures and posters to describe the program.

ENGLISH TEACHERS HOLD ANNUAL MEETING IN SAN FRANCISCO

(Continued from page 7)

The committee came to the conclusion that the ideal situation requires segregation of students into the groups in which they can progress fastest within their individual capacities, Mr. Sensabaugh said.

Furthermore, he concluded, teachers of English should work on schedules which allow them to do fewer things better, rather than spreading their efforts over such a variety of regular and extra-curricular activities that not even a full 24-hour day would permit their covering each activity adequately.

Blanche Trezevant, of the Louisiana State Department of Education, talked on problems in articulating English courses of study. She said the greatest problem is providing courses which will suit students of varied background and ability and yet will promote continuity of growth for all of them.

"One solution would be to let each student go ahead as soon as he has done the best he can, but that entails great danger to established standards," she said.

She pointed out that while the college professor expects his students to be able to express themselves, write clearly, and select good literature, and while high schools must prepare their potential college students to do these things, there are also many non-college students in the high schools, whose needs must be taken into account.

"What to teach and when, must be based on what children themselves need at all levels," she said.

The Louisiana education department's report, compiled after a careful study of the situation, comes to the conclusion that the best solution is to allow great flexibility and encourage teachers to design their own curricula and experiment wherever possible under the guidance of the school executives and the education department.

Angela M. Broening of Baltimore's public schools, gave an entertaining and instructive analysis of the "core curriculum." Illustrating with numerous amusing anecdotes, she led to the conclusion that if the schools can adapt themselves to the needs of the children, the core curriculum will take care of itself. The basis of the system is teaching children personal, civic and business competence, she said, and we must "hit hard on the use of language as an instrument for solving human problems."

Other afternoon sessions and their presiding officers were "Improving Methods of Teaching," E. A. Cross, Colorado State College of Education; "Gaining Perspective," Lennox Gray, Teachers College of Columbia University; "College Programs in Communication," A. Eason Monroe, San Francisco State College; "Expanding Our Concept of Literature," Virginia Alwin, Rochester Senior High School, Minnesota; "Developing Good Speaking and Listening," James C. Work, Stanford University; "Dramatics in the Language Arts," Mrs. Anna May Dickson, Balboa High School, San Francisco; "Guides to Language Study," Golden Taylor, Brigham Young University; "Audio-Visual Aids to English Teaching," Nathan A. Miller, Little River Junior High School, Miami, Florida; "Newspapers and Magazines," Maude Staudenmayer, Juneau High School, Milwaukee, Wisconsin; "Evaluation and Research," John U. Michaelis, University of California; "English in Adult Education," Holland D. Roberts, California Labor School, San Francisco; and "Early Language Experiences of Children," Mrs. Elda Mills Newton, assistant superintendent of Butte County Schools, California.

Council Favors Federal Aid

Voicing its opinion for the first time on the controversial issue of federal aid to communities with sub-standard education programs, the council urged Congress to give state-supervised federal aid to those districts.

Other resolutions adopted by the council were the following:

1. "In the light of today's need for clear understanding and democratic thought, we urge teachers of language to resist the interpretation of words and definition of concepts in the terms of special groups . . . we reaffirm belief in the freedom to speak and to discuss, whether in the classroom or in professional associations."

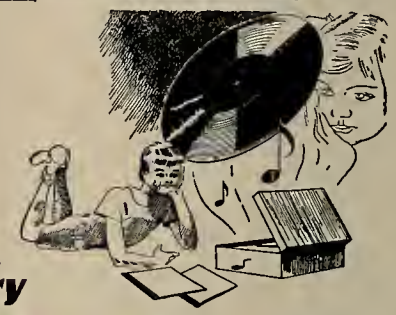
2. "We believe that among the concepts and the materials which have the highest relevance for students today are those which deal with intranational, national and international culture . . . we endorse the program of UNESCO and pledge ourselves to the training of American youth for world citizenship."

3. "As one aspect of world citizenship, we should support efforts in behalf of schools and teachers in war-devastated areas."

4. "The Council should work through its state and local affiliated branches to bring the quality of English teaching into harmony with what is known to be sound in terms of research and in terms of human values."

5. "The Council should help to improve conditions affecting the quality of teaching, such as class size, teaching materials, adequacy of training . . ."

NEW HORIZONS IN TEACHING
Suggestions we hope you will find interesting and helpful



A very modern note

Sounded by a distinguished board, is this new kind of editing of records for pre- and elementary-school ages

Concern over what today's children listen to, brings about exceptional editing to help them grow up with an ear for good music—typified in records briefed below. Musician-educators supervise production of each record, which must (1) be fun (2) encourage musical growth (3) aim at specific age level (4) be pre-tested on children (5) be non-breakable.

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"Penny Whistle"—about building a melody. Played by Henry Brandt on a real penny whistle.

For the Elementary-School Child

"The Wonderful Violin"—by Prof. D. S. Moore, Columbia U.—played by Mischa Mischakoff, concert master of Toscanini—NBC Orchestra.

"Toy Symphony"—by Haydn, played on toy instruments as originally composed.

The Board of musician-educators: Douglas Moore—Head, Music Dept., Columbia U.; Howard Hanson—Composer-conductor, Director, Eastman School of Music; Genevieve Taggard—Poet, of Sarah Lawrence College faculty; Randolph Smith—Child Psychologist, Director, Little Red School House.

If further interested, you might hear these records at almost any classical music shop.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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UNESCO Conference in Mexico City

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Alameda County Emergency Schools

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UNESCO'S OPENING SESSION IN MEXICO CITY
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CALIFORNIA TEACHERS ASSOCIATION

THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made a real profession for themselves.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater State support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.

The dues of California Teachers Association are $6 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association, which deserves the support of everyone interested in a good public education program in California.

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ERWIN A. DANN
Principal, Fresno Senior High School
Fresno

State Executive Secretary
ARTHUR F. COREY
391 Sutter Street
San Francisco 8

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Jottings of a Traveling Bookman

By
W. M. CULP

EDUCATIONAL TRENDS

This new year sees a continuation of the major trends of the past year in the educational field. Salaries have been raised. The citizens as a whole have been awakened to the importance of the schools and the ways for increasing their importance.

Money for carrying on the programs outlined is the main crux of the situation. Taxation from the personal, local, state, and federal sources, has become most burdensome. Statisticians say a worker is now laboring one-third of the time to pay various taxes. And still the demand is for more money to carry on government. Every school system is demanding more money for school personnel, equipment and buildings.

The teacher shortage is not licked yet. For years there is likely to be a continuation of the taking of good teachers from the poorest supported districts by those school systems that can pay more adequate salaries.

The national trend in money support for the public schools has been toward the acceptance of the principle of equalization of school monies from both state and federal sources. Many states are more or less committed to this principle of taking the money from where it is to placing it where the boys and girls are. On the national scene this has called for federal support of education by taking money from the more prosperous states and placing it to advantage in those states less economically able to support education.

New York Schools

New York City and the New York State School systems are in the throes of a discussion involving these very factors.

The recent Public Education Association report of conditions in the New York City Schools has caused a great furore. This report has charged that the New York City system is in many respects most obsolete as to buildings, equipment, teaching personnel, and organization. To bring the city and state up to what the Association deems adequate an additional $143,000,000 is asked of the New York State government, of which $40,000,000 would go to the city. Hundreds of new schools to replace outmoded and ancient buildings are asked for New York City itself—the cost—some hundreds of millions. Where such money is to come from is the present question.

Retired Teachers' Assn.

A movement of great interest to the retired teachers of the country, who have been fortunate enough to have worked in those states that have by law set up pension payments of various amounts to those serving a sufficient period of tenure within their schools, has been the recent organization of The National Retired Teachers' Association.

This movement was organized and promoted by two main associations—on the West Coast by the California Retired Teachers' Association and on the East Coast by the New Jersey Society of Retired Teachers. There are fourteen states in the union and the District of Columbia that have associations of retired teachers and are eligible to join this association. The states are Arizona, Arkansas, California, Connecticut, Maine, New Jersey, New Mexico, Ohio, Pennsylvania, Tennessee, Vermont, Virginia, Washington and West Virginia.

The stated purposes of this new organization are to afford opportunity for the investigation and for the expression and interchange of opinion upon subjects of special interest to retired teachers, advance education in the United States of America, furnish a practicable basis for united action among those devoted to the cause of education, promote the social, professional, and economic status of retired teachers, affiliate with the National Education Association, support its program and request from it the privileges of a charter and of department status.

With these objectives in mind the first major move has been to take up with the Joint Congressional Committee on Internal Revenue Taxation income tax exemption for retired teachers. Retired teachers are taxed while the Federal Government already exempts, through systems of Social Security, old age, and Railroad Retirement, a computed 70,000,000 workers or 95 per cent of all pensioners and annuitants.

The association is advocating that retired teachers as they become pensioners receive the same treatment as the general public. They are calling for a provision in the Income Tax Regulations such as: "The net pension income up to $1440 in any year of every retired employee shall have exemption from income tax not less than that of any other retired employee."

State Leaders

In California among the many prominent retired teachers taking part in this work are such persons as Miss Alice Reiterman of San Marino, who has been carrying on the work as organizing secretary for the association. Dr. Ethel Percy Andrus is the Organizing President of the National Retired Teachers' Association. Dr. Andrus has long been prominent in the education circles of Southern California. As principal of the Lincoln High School, Los Angeles, she was a leader in

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
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secondary education in the United States for many years.

In New Jersey several of the prominent retired teachers taking interest in this movement are Daniel W. Davis, President of the New Jersey Society of Retired Teachers and Mrs. Lue H. Richardson, the corresponding secretary of the New Jersey group. Mrs. Richardson is a former teacher of Passaic, N. J., and Mr. Davis retired from the supervising principalship of Pitman, N. J. One of the most energetic workers for the cause of retired teachers among the executive committee of the New Jersey association is Isaac A. Serven of Patterson, N. J. Mr. Serven retired two years ago from P. S. 37, Jersey City, N. J., where for many years he was head of one of the largest schools in that city. Besides being a school man he had passed the Bar examination in New Jersey years ago and has been a practicing attorney since that time.

Temporary Directors

Persons acting at present as temporary directors of the National Retired Teachers' Association consist of the following: Isaac A. Serven, Paterson, N. J.; Daniel W. Davis, Pitman, N. J.; Ellen P. Hubbell, Bristol, Conn.; Dr. Ethel P. Andrus, Glendale, Cal.; Alice Reiterman, San Marino, Cal.; Lutie Gray, Los Angeles, Cal.; Katharine Carr, Los Angeles, Cal.; Will C. Merritt, Columbus, Ohio; U. C. Barnett, Dermott, Arkansas; J. R. McCollum, Albuquerque, N. M.; and W. W. Eisenhart, Abbotstown, Pa. The association's central address at present is the residence of the organizing secretary, Miss Alice Reiterman, 1445 Pasqualito Drive, San Marino 9, California.

New Rochelle System

The Board of Education and the citizens of New Rochelle, N. Y., are beginning to believe that their educational system must be of more than superior quality.

In the past ten years the last two superintendents coming to the city as comparatively young men have moved on to vastly larger cities.

Dr. Herold C. Hunt was in New Rochelle three years, then advanced to the superintendency of Kansas City, Mo., and last July became the superintendent of schools of Chicago, Ill., the second largest city in the United States.

Dr. Herbert C. Clish followed Dr. Hunt for a regime of seven years and last July was selected as superintendent of schools for San Francisco, California, the second largest city on the Pacific Coast.

Adjacent to New York City, on the north the city of New Rochelle with its 60,000 population continues to be a city of parts, its citizens of better circumstances mostly being commuters to the city.

Of late years its numerical growth has been somewhat static. Its great era of growth and building of educational institutions were in the regime of superintendent Clifford S. Bragdon, when most of the newer schools were built. Under Dr. Hunt and Dr. Clish, the progress was educational and a continuation of good relationship between the citizens and the schools.

DONALD KARCHER PHILLIPS

A new superintendent of schools has just been elected for the new Rochelle City Schools to pick-up where his predecessors have left off. He is Donald Karcher Phillips coming to his new position from the school superintendency of Rutland, Vt. Dr. George M. Davis, Jr., President of the New Rochelle Board of Education, and the Board of Education inducted Mr. Phillips into office last December 4th, but he commenced his active superintendency the 1st of January. With the exception of the last year and a half as superintendent of the Rutland, Vt., schools Superintendent Phillips has been identified with the metropolitan area of New York City. At the age of six his parents moved to New York City and he is a product of the New York City educational system, of P. S. 166 and of De Witt Clinton High School.

His higher educational training has also been in New York City. In 1928 he received his A. B. from Columbia College, his M. A. from Teachers College, Columbia University in 1933, and is now well on his way toward a Ph. D. from Teachers College. Superintendent Phillips has had fourteen years experience teaching and supervising orchestral and vocal music in the New York City Schools, nine years of which were in the De Witt Clinton high school, the same institution in which he had been a student.

In 1944 he was assigned to the Division of Housing and Business Administration and worked under Dr. Nickolaus L. Engelhardt, Associate Superintendent of Schools, until he accepted the Rutland, Vt., superintendency. Superintendent Phillips has a dynamic philosophy of education. He has drive and a knowledge of public education responsibility. If history repeats itself within some years we may again find some large city going to New Rochelle for its superintendent.

WESTERN EDUCATORS TO ATTEND NEA CONFERENCES

Educators from the eleven western states will meet at two National Education Association Regional meetings this month.

Sponsored by the NEA's National Commission on Teacher Education and Professional Standards, the conferences will consider immediate problems related to teacher supply and demand, certification of teachers, selective admission to teacher-preparation institutes, reciprocity of preparation, and the improvement of teaching standards.

Boise, Idaho, will be the site of the meeting January 26-27, attended by representatives of Idaho, Montana, Wyoming, Oregon and Washington.

The last of the conferences scheduled will be held at Salt Lake City, January 30-31. States included are Colorado, California, Nevada, New Mexico, Utah, and Arizona.

The workshop procedure will be followed, with the entire conference period devoted to group discussion. The number of participants in each conference is limited to 50 to insure full exchange of ideas among top-flight leaders in the various regions.

Western School News

Edited by MORRIS WAGNER

FRESNO COUNTY SCHOOLS TO PRESENT EXHIBIT OF INTERCULTURAL WORK

Fresno County Schools' work in meeting intercultural problems of the area will be shown during Public Schools Week in an exhibit now being assembled by the local Association for Childhood Education.

Contributions of material showing techniques used by teachers to combat friction and misunderstanding among the various nationality and racial groups and devices to build constructive, democratic attitudes in the local school and community are being assembled for use in the exhibits.

With rapid migration to the Fresno area from every part of the United States, the need for this type of education has become urgent, according to Walter G. Martin, county superintendent. It is the purpose of the exhibit to share among teachers ideas being developed in classrooms over the county to stimulate thinking and encourage wider efforts in this direction and increase public understanding of the work the schools are trying to do.

The materials, now being assembled by Mrs. Helen Cowan Wood of the county superintendent's office, are items such as charts, notebooks, paintings, bulletin-board displays, and other visual material concerned with the complete acceptance of all members into the group and with appreciation for the value of differences among people.

Much of the display will be used to show how schools build appreciation of the value of the rich variety of American culture which is the result of the contributions of Americans of varied background and heritage. Material showing this phase of American culture in connection with Mexican, Oriental, and Negro groups and other large racial groups is being emphasized.

COLLEGE TELLS RESULTS OF ENROLLMENT SURVEY

According to a recent enrollment survey of California State Polytechnic College, the school now has students from 52 of the state's 58 counties, and from 42 other states, the District of Columbia, Hawaii and ten foreign countries.

Total enrollment at the San Luis Obispo campus is 2,214, a 30 per cent increase over last year.

DR. DAVID RUSSELL TO HEAD CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

Dr. David Russell, professor of education and associate director of supervised teaching at the University of California, is the new president of the California School Trustees Association.

Dr. Russell began his career as teacher in a one room rural school. After two years

DR. DAVID RUSSELL

he moved up to become principal of a village school and two years later became principal of the local high school.

With that background of practical experience he was appointed research assistant to the National Committee for Mental Hygiene. He has been during the ensuing years an associate in educational psychology at Columbia University, assistant professor of education at the University of Saskatchewan, associate professor of education at the University of British Columbia and associate professor of education at the University of California, prior to taking over his present post.

In 1946 he became vice chairman of the University of California's department of education.

Among his recent activities he can list those of consulting editor of the Canadian Legion Educational Services in preparation of courses in reading and writing for illiterate soldiers, member of the survey committee of the San Francisco Elementary Curriculum (1943-44), director of the Elementary Summer Demonstration School, Berkeley Campus, (1943-45-46), and member of the National Committee on Reading of the National Society for the Study of Education, for preparation of the yearbook "Reading in the Elementary School." He has also served on numerous other curriculum surveys and committees for the preparation of educational publications.

SACRAMENTO EDUCATOR TO HEAD NATIONAL COUNCIL

Dr. Charles Bursch, chief of the division of Schoolhouse Planning of the State Department of Education, was elected 1948 president of the National Council on Schoolhouse Construction at a meeting of the group in Columbus, Ohio.

Dr. Bursch is also a member of the American Association of School Administrators Yearbook Commission, which will soon publish a yearbook dealing with the school plant.

His own book, compiled jointly with John L. Reid is just off the press. It is entitled "You Want to Build a School." (Reinhold Publishing Co., New York.)

The National Council on Schoolhouse Construction has announced it will meet in San Francisco this year.

DR. STOLZ TAKES OVER SPECIAL SCHOOL POST

Appointment of Dr. Herbert R. Stolz, M. D., as deputy superintendent of public instruction in charge of Special Schools and Services was announced recently by Roy E. Simpson, State Superintendent of Public Instruction.

Dr. Stolz, former assistant superintendent of schools for Oakland, has long been associated with the East Bay Children's Hospital. He has established his new office at 515 Van Ness avenue, San Francisco.

During a busy first month in office he visited the California School for the Blind in Berkeley, the Training Center for the Adult Blind in Oakland, the Industrial Workshop for the Blind, Los Angeles; and the State School for Cerebral-Palsied Children, Los Angeles, all organizations functioning under his office.

He also participated in conferences with the State Department of Public Health,

the chairman of the Senate Interim Committee on the California Academies (24-hour academies for dependent and neglected children), the chairman of the State Site Acquisition Board; the State Co-ordinating Council for Vocational Rehabilitation, the State Council for the Blind, and the State Coordinating Committee for the Care and Education of Cerebral-Palsied Children.

SAN FRANCISCO COLLEGE TO INAUGURATE CHANGES IN EDUCATION PROGRAM

Sweeping changes will be made in the general educational structure at San Francisco College this fall according to an announcement by President J. Paul Leonard.

As a result of a two-year study, a general education program based on student needs will be developed and put into operation as far as possible with the fall freshman class of 1948.

The course will be built around four general areas of experience and endeavor, designed to make the students well adjusted persons for living and developing in the present-day world. The four fields to be covered are: vocational orientation; home and family living; individual development, and socio-civic relationships.

The four areas were delineated at a three-day faculty conference which culminated a year of study of the educational program at the college. Dr. Malcolm MacLean of U. C. L. A. served as general consultant for the study and Dr. John Dodds and Dr. Alfred H. Grommon of Stanford University participated as consultants.

During the following year the general education committee, in cooperation with the faculty, prepared a particularized definition of the four proposed areas. At the same time an intensive student needs study was launched. To direct the study President Leonard appointed Dr. Boyd McCandless to work with the committees in preparing and administering the investigation.

The study investigated 200 students in regard to their social and psychological adjustment, educational objectives, health needs, patterns of study and work, ideological structures, economic conditions, problems of welfare, guidance needs and possession of desirable skills. The results were checked by certain data from the entire student body and by a separate study of alumni opinion.

A second conference at the end of the second year determined that the new program should be put into effect, and laid down several other rules for the new structure. The program will be adjustable to the needs of students and will depend upon constant coordination with guidance and counseling services. It will be organized on a dynamic basis looking to the meeting of needs in the four functional areas rather than upon the basis of courses in circumscribed subject fields. The concept of needs will include not only the immediate and practical ones, but those of a broad cultural and social nature. It must recognize the values of non-curricular activities and relationships of college life.

At present four committees are working out the details of the new program. Their work will be reviewed by the entire faculty before being put into effect.

JUNIOR COLLEGES SHOW HEAVY ENROLLMENT IN TECHNICAL COURSES

Analysis of Class enrollments in 1946-47 in California's public junior colleges shows heavy concentration in science and mathematics in preparation for engineering or technology.

The junior colleges reported 51,690 students enrolled in regular day classes—27,902 of them veterans. Of the total 42,612 enrolled in science classes. Chemistry led with 14,835 and physics classes signed up 8,923. The next two on the list were zoology, 3,782, and biology, with 3,457.

Mathematics classes drew 25,083 students, two-fifths of whom were in review courses. High school algebra had 3,299; plane geometry, 1,692, and trignometry, 3,499. Some 5,698 freshmen students signed up for college algebra and 3,018 for analytic geometry.

Business courses still showed heavy enrollments, but their pre-war dominance has given way to student interest in engineering and technology. There were 26,799 enrollments in business courses. Accounting drew 5,011, clerical training 8,505, and secretarial training, 3,833.

In the foreign language field Spanish led by a wide margin. Of 16,280 enrollments, 8,494, more than half, took Spanish, 3,962 chose French and 3,017 selected German. Only small groups signed up for the other languages, such as Latin (491) or Italian (217).

The situation in foreign languages shows the continuing influence of university requirements of French or German for graduate study. Since only a limited number of junior colleges or even college students will ever be graduate students at a university, the study of French and German bears no real relation to their language needs. The heavy concentration on Spanish reflects the proximity of Mexico and California's past history rather than an intelligent anticipation of commercial or professional intercourse with Latin America, according to State Superintendent of Public Instruction Roy E. Simpson.

New Horizons in Teaching
Suggestions we hope you will find helpful and interesting

Unique study possibilities may be found in just BUTTONS

Here three teachers tel of teaching-aids they found in buttons fo successful class-room projects.

Miss Lettie Lee Ralph, Social Studies, Ewing Township, New Jersey.
"Buttons are tangible things children use and understand. Buttons picturing fables, stories, myths illustrate *literature* lessons. Buttons from old-fashioned clothes, or those used in political campaigns make *history* realistic. For *geography*, there are buttons of vegetable-ivory (South Am.), cinnabar, bamboo (China), glass (New Jersey), Mosaics (Italy); for *science*—plastic, pearl, tortoise shell."

Mrs. Nellie Martin, Home Economics, Oaktown, Indiana.
"Buttons add interest to my vocation . . . flower, leaf, animal designs illustrate botanical lessons. Wood, leather, metal buttons are fine handicraft materials."

Mrs. Bertha Sampson, Visiting Teacher, Trenton, New Jersey.
"An extracurricular activity is a button club. Pear study is fascinating. Military buttons give interesting stories about famous regiments."

If further interested, write National Button Society, 47 Keith, Springfield, Mass.; *Button Bulletin* of N. B. S.; *Just Buttons* magazine, Jr. Dept., 104 Newton, Hartford, Conn. Special acknowledgment to *Mrs. Edwin F. Tarbox*, Arlington, Mass.

We hope the foregoing i helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

UNESCO CONFERENCES IN MEXICO CITY

By Mrs. I. E. Porter
Executive Secretary, California School Trustees Association

The Second Annual Conference of the United Nations Educational, Scientific and Cultural Organization is now history, but it served to strengthen and to broaden the horizon of all who were privileged to attend the recent sessions in Mexico City, and to open a new vista of service for hundreds of persons equally interested in making some contribution toward World Peace.

It was my privilege to attend this convention as the representative of the California School Trustees Association, and also of the State Department of Education and the National Council of State School Boards Associations. In addition to these educational groups I also officially represented the California Federation of Women's Clubs and the American Federation of Soroptimist Clubs. Far from being burdened with these official responsibilities, I found them the opening door to many interesting conversations and informal conferences.

Thirty-five Nations

Only the official representatives of Nations are termed "Delegates" in UNESCO; other persons in attendance as representatives of state or national organizations, are termed "Un-official Observers." The total attendance was several hundred persons, and some thirty-five nations were represented. The world significance of this conference is more clearly recognized when it is realized that these Delegates came from such distant places as Australia, Bolivia, Brazil, Canada, Czechoslovakia, Egypt, France, India, the Philippines and the United States of America, to mention only a few. It was interesting to note the seeming ease of adjustment to life in Mexico, regardless of language barriers.

Mexico had made splendid arrangements for the comfort of UNESCO guests, and hospitality and friendliness were everywhere in evidence. A further advantage was the interpretation into three languages—French, English and Spanish—of each address during General Sessions, and also the availability of literature in these languages.

Unesco's Background

A student of international relations will know something of the background of UNESCO, as well as its purposes and far flung activities. It should be remembered that it is an important segment of the United Nations, and as such is, in our own country, under one direction of the

MRS. I. E. PORTER

United States National Commission for UNESCO. This Commission was authorized in 1946 by Public Law 565 and it is designed to more closely unite non-member organizations and the general public with the international program of UNESCO.

California at the present time has two members on this Commission, Dr. Donald B. Tresidder and Dr. Clarence A. Dykstra. The newly chosen Chairman is Dr. George Stoddard, President of Illinois University.

The United States has been a constant factor in the development of UNESCO, has borne a heavy proportion of the attendant expense, and has also been a factor in the determination of purposes and goals as set forth in the Preamble of the Constitution, one section of which reads:

"Since wars begin in the minds of men; it is in the minds of men that the defenses of Peace must be constructed."

UNESCO is therefore dedicated to the principle that war is not inevitable, but may be averted by wise, constant and peaceful policies adopted and enforced by an alert and informed citizenry. A main purpose, therefore, emerges as the need to replace apathy and ignorance, with interest and knowledge—a broad program indeed, and one requiring the cooperation of individuals, states and nations if it is to succeed.

Opening Session

The opening Session of the Conference was held in the beautiful "Palacio de Bellas Artes" in Mexico City, a tremendous structure of white marble surmounted by domes glistening in the sunlight. This building is noted all over the world for the perfection of its design and construction. Polished marble interiors, a profusion of statuary typical of the history of Mexico, the famous Tiffany Glass Curtain, and elaborate lighting arrangements, all contribute to the luxury of the Auditorium in which Delegates and Observers were assembled. Mexican Bands were stationed inside and outside, and soldiers and guards were everywhere in evidence. The opening session was attended with considerable pomp and ceremony, and was a formal setting for a formal conference of people from many nations.

All other sessions of the conference were held at Escuela Normal, some distance from the center of the city. This new Normal School has been recently erected at tremendous cost, and is ultra modern in design. It will accommodate several thousand students, and is splendid evidence of the awakened interest in public education which has come about during—and possibly because of—the Presidency of Miguel Aleman. This interest is evident throughout the country for the first time in the history of that nation.

1948 Budget

All delegates and unofficial observers were furnished with earphones for instant interpretation of speeches during the sessions, and even in some of the "working parties." This permitted lively discussions and debate. The most important topic to many, was the budget for 1948. The 1947 budget was for $6,000,000.00 a sum held by many to be insufficient for the present year. The final figure was set at $8,000,000.00 with provision for an additional revolving fund not to exceed another million dollars. It seems probable that the United States will continue to pay a heavy proportion of this sum, but it is to be remembered that many member nations have suffered war devastation and have little money available — also that their own needs for reconstruction and rehabilitation are great.

Mexican School Trip

The Department of Education of Mexico arranged a personally conducted trip

for a selected group to some of the mountainous areas where public schools for children are being established, and where efforts in adult education are receiving attention. Starting with a small Indian school some twenty miles from Mexico City, and visiting others ranging in size from one-room schools to one accommodating 1100 children on a day and night basis, the trip was splendid evidence of interest and effort on the part of the Educational authorities, working against tremendous odds.

One could not help but be impressed by the contrasts everywhere in evidence: we traveled in comfortable 1947 model automobiles, over unpaved roads for many miles, through country being faithfully tilled by peons trudging behind plows being pulled by yoked oxen. Native women were frequently seen doing the family wash in the streams flowing near the roadside, patiently pounding the clothes on the flat surfaces of rocks. Everywhere there was evidence of hospitality.

As we approached many of the villages, the roads were hung with green, studded with many small flags and greetings to UNESCO visitors. The climax of the day came at nightfall, when we were a hundred miles from our starting point. We came to what appeared to be an abandoned mine or factory, where an elaborate seven-course dinner was served to us by torchlight. It was a delicious dinner. The State Band which had traveled with us by their own bus, furnished music, and there were speeches and much good conversation. It was a memorable occasion, and one which will always stir feelings of affection for our hospitable hosts, and companions from many lands.

Some progress was made in plans affecting Fundamental Education in areas where training of any kind is unknown. Interest now centers in several "Pilot Projects" initiated this year, one of which is in Haiti. This is recognized as a problem so vast that years of study and effort will be required to make appreciable headway.

Of considerable general interest were discussions relating to the exchange of teachers between Nations. This is a practical approach to the problem of international understanding, and one to which all school people in California may well give serious thought. Interest has been expressed by several countries in addition to England, with whom such an exchange program has already been in effect for some time.

UN Radio Proposed

Of very general interest during the conferences, were discussions led by Mr. William Benton, formerly Assistant Secretary of State, urging the establishment of a United Nations Radio network, under UNESCO leadership in international broadcasting. This theory was supported by the Hon. David C. Hardman M. P., Chairman of the United Kingdom Delegation, who felt that the wise use of mass communication—press, radio and cinema—would help to dispel pessimism, and to give new hope and faith in the common values of mankind.

The present program of UNESCO which may be said to come under the classification of Reconstruction and Rehabilitation, is ably directed by Mr. Bernard Drzewieski, a man with an interesting record of achievement in his native Poland, from which he was forced to flee in 1939 when that country was invaded by the Germans. He is devoting his life to finding out the needs of various nations and then "doing something about it" through contacts and cooperation of other nations.

In contrast to Mr. Drzewieski's generous and helpful attitude, Poland's Delegation to the Mexico conferences was bitter and critical of "one member of the United Nations" which they accused of "warmongering," a charge which of course was unfounded but which marred the session to some extent.

Unesco's Purposes

Out of the whole convention came the conviction that the only enduring peace will be a peace founded by the peoples of all nations, and to this end UNESCO is dedicated. That this will come only after long struggle to effect a better international understanding and appreciation among all peoples of the world, is recognized.

UNESCO offers a new approach to many of these problems. It is still so new that relatively few people—even in our own country—understand its purposes or its program. It is not, to paraphrase Dr. Carr, "any sort of flabby pacifist that asks you to pass Resolutions. UNESCO is the name of a world-wide crusade against war — against ignorance — against prejudice that is the breeding ground of war."

The school people of California—school-board members, administrators, teachers and every one connected with our great program of education—yes, the school people of the nation, are in a strategic position to give leadership and interpretation to this tremendously important venture into international thinking. It is a challenge to all of us—what are we going to do about it?

WISCONSIN TO CONDUCT STATE-WIDE SURVEY OF SCHOOL SYSTEMS

A Wisconsin school survey commission will soon begin a sweeping survey of the state's school system patterned after the recent study by a similar group headed by Dr. Elmer Staffelbach in California.

The Wisconsin commission, made up of five laymen and four legislators, will complete its study and submit its initial recommendations to the governor by November 1, 1948, according to terms of the bill setting up the commission. The non-legislative members of the commission can not be selected from the ranks of professional educators, the legislature specified.

Members of the commission are Earl M. Hale, Eau Claire publisher who has worked on educational matters through the State Chamber of Commerce for several years and who instigated the legislation for creation of the commission; Miss Margaret Conway, former teacher and school board member and past president of the College Women's Club of Milwaukee; N. E. Masterson, board of education president for Stevens Point and former president of the Wisconsin School Boards Association; Miss Ruth Jeffris, former school board member from Janesville and a member of the state committee which studied proposed changes in county government during the last legislative interim, and Milo K. Swanton, Madison, Secretary of the Wisconsin Council of Agriculture, an authority on rural school problems.

In its investigation into redistricting proposals the commission will study not only the California group conclusions but also those of all other states which have made similar surveys recently.

The commission is directed by the legislature to investigate and study all phases of the problem of public education in Wisconsin at all levels, and will recommend to the legislature of 1949 such legislation for betterment of public education and the modernization and more efficient operation of the education system and its financing as may be found to be in the public interest.

Library News

Edited by MABEL R. GILLIS, State Librarian

LIBRARY MEETING IN SAN JOSE

Library clubs which flourished in some localities before the war are showing some evidences of revival. Formerly the librarians of Santa Clara County—from the city and county libraries, the high schools, the University and the State College libraries—met together from time to time. This custom was revived on December 2 when the library group met in San Jose for dinner and a brief program following.

The meeting was sponsored by the librarians of San Jose State College. Dora Smith was chairman of arrangements and Joyce Backus, San Jose State College Librarian, was the toastmistress. After the dinner, with its friendly informal discussion groups around the table, Miss Backus introduced the whole group one by one by name and library. Her feat in calling by name and placing in the correct library the more than fifty persons present was warmly applauded.

Mabel R. Gillis, state librarian, and Thelma Reid, field representative of the State Library, were present as guests. Miss Gillis responded briefly to her introduction to the group.

A beautiful color film was shown to those present. Descriptive of all the activities of Santa Clara County, it was especially beautiful when illustrating the orchards in blossom time.

At the close of the program Rev. Edward R. Boland, librarian of the University of Santa Clara, announced that the librarians from that University wished to sponsor the next meeting of the group.

Book Week in Napa County

The librarians in the State Library have been invited yearly by the Napa County Library and the Goodman Library, the city library of Napa, to their joint Book Week Fair and Program. This year three of the State Library staff were able to respond and visited the Chamber of Commerce Auditorium in Napa where there was a wonderful display of new books for both young and old.

The room was charmingly decorated, the books were well arranged, and the librarians were present to talk about them. In the evening Napa residents responded in numbers to hear the speaker. It is also an annual custom to have an outstanding author, if possible, for a talk at the Book Week Celebration: Mrs. Anne Fisher, whose latest book "No More A Stranger" has attracted much attention, was the speaker this time.

Two other very busy and popular speakers during Book Week in California were Howard Pease and John Tunis. Howard Pease was much enjoyed at the tea given by the McClatchy Library for Young People in Sacramento.

A Joint Library Activity

All of the county libraries in the several counties which cooperate in the upkeep of Weimar Sanatorium participate in giving library service to the patients there. Recently the librarians met to consider plans for the coming year. An endeavor will be made to coordinate the efforts to greater advantage and to give more frequent supervision to the library service at Weimar. Those present at the meeting in Auburn and Weimar were Frances Schacht, Amador County; Mrs. Ella P. Morse, Colusa County; Jessie Lea, Contra Costa County; Mrs. Faye Russell, Placer County; Mrs. Laurel Hjelte, Plumas County; Fred Wemmer, Sacramento County; Thelma Reid, field representative, State Library, Sacramento; Dorothy Dorland, Tehama County; Mrs. Irminna Hurst, Sutter County; Esther Mardon, Yolo County; and Mrs. Bertha Hellum, librarian of the recently established El Dorado County Library, who was present representing that county for the first time. Mrs. Helen Dambacher of Tuolumne County was unable to attend.

Coloma Branch Library Opens

The first branch of the newly established El Dorado County Library will open at Coloma on January 2. This historic spot has been chosen as the first branch of the library in celebration of the 100th anniversary of gold discovery there.

The branch library will be located in Comb's Store. The exercises will be held in front of the store. There will be participation by the County Band, the school children and the Boy Scouts, and the program will begin with the National Anthem and salute to the flag. State and county officials will be introduced and Senator H. D. Dillinger will speak. He will introduce Mabel R. Gillis, state librarian, who will make a brief response. The county library sign will then be placed on the building and the branch will be open.

Following the Coloma ceremony, Miss Gillis will be guest of honor at a tea given by the Shakespeare Club in Placerville.

El Dorado County is the 41st to establish a county library. Other branches will quickly follow the establishment of the Coloma Branch. A group of interested citizens has recently formed an organization called "Friends of the El Dorado County Library." Their first objective is to supply adequate headquarters for the Library. Since there were no buildings available for rent, they have begun to raise a fund to purchase a home in Placerville which can be well adapted to library use. A fine response to the appeal for funds has already been made.

School Librarians Meet

The Northern Section of the School Library Association of California met at Manning's Coffee Shop in San Francisco for a Book Breakfast on December 6 at 9:30 a. m. This is the first of such meetings to be held in northern California since before the war. This year, the Book Breakfasts are scheduled the first Saturday in every month, December through April.

Natalie Mayo, Children's Librarian of the San Francisco Public Library, was the guest reviewer. Before reviewing a selected group of her favorites among the fall children's books, Miss Mayo remarked that this season's output of books for children and young people shows fewer novelty type publications such as "pop-ups" and similar specialties of temporary interest not well adapted to the school and public library collection. She noted that collections of stories and a renewed emphasis on fantasy are characteristic of this fall's publications.

Several members, including Geraldine Ferring, Librarian, Napa Junior College, and Mrs. Frances Flint Gulick, Librarian, San Rafael High School, also reviewed books as time allowed.

The December Book Breakfast was arranged by Rhoda H. Morgan of the North Sacramento School District, and Marguerite Hulse, of the Coloma Elementary School, Sacramento, co-chairman. Margaret Girdner, Director of the Bureau of Texts

and Libraries, San Francisco Public Schools, is Book Chairman of the Northern Section group.

Both Bess Landfear of San Francisco Unified School District, President of the State Association, and Harriet Baker, President of the Northern Section, were present at the Breakfast which was followed by an Executive Board meeting of the Northern Section.

A Memorial Gift

The State Library has received a gift of about a hundred books presented as a memorial to Clair C. Barnes, a state employee who died in 1946. A committee of the Sacramento Chapter of the State Employees Association decided that money which had been contributed quite spontaneously might best be used in making available extra copies of books that are especially helpful to state employees. This committee solicited the aid of the Reference Staff of the State Library in selecting the titles for purchase, and also supplied the book plate which reads:

"In Memoriam
Clair C. Barnes

A State Civil Servant who devoted a great portion of his life in patient and untiring service to his fellow employees that they might gain useful knowledge to prepare themselves for advancement in civil service careers. Those of us who knew Clair C. Barnes and have been helped by him hope that, in making this book available to you, his great work can be continued indefinitely."

BUILDING EXHIBIT TO BE SHOWN IN ATLANTIC CITY

A nationwide exhibit of building plans and models, sponsored by the 1949 Yearbook Commission on school buildings and equipment, will be featured February 21-26 at the Atlantic City Convention of the American Association of School Administrators.

Commission member John W. Lewis, assistant superintendent of schools in Baltimore, has been appointed chairman of the exhibit committee by Herold C. Hunt, president, upon recommendation of W. T. White, superintendent of schools, Dallas, Texas, chairman of the textbook commission.

Other committee members are Hobart M. Corning, of the Washington Public Schools and Dr. Ray L. Hamon of the U. S. Office of Education.

W. G. MARTIN TO HEAD SUPERINTENDENTS ASSN.

Walter G. Martin, superintendent of County Schools for Fresno County, was elected president of the County School Superintendents Association at the groups recent meeting in Sacramento.

Mr. Martin succeeds Superintendent Vaughn G. Seidel of the Alameda County School system.

ADULT ADMINISTRATORS GROUP PLANS HANDBOOKS

Present interest of the California Association of Adult Education Administrators is centered on producing three handbooks on the field, according to President David L. Greene, director of Adult Education for Stockton.

One book will be directed toward adult education administrators, one to the teachers and one to the public. The group also publishes the Adult Education News Letter.

CALIFORNIA POLYTECHNIC RECEIVES NAVY PLAQUE

Before more than 2000 students and spectators in the football stadium, California State Polytechnic College was presented with a bronze plaque signed by James Forrestal, commending the college on its wartime naval training program.

The college was officially commended by the wartime secretary of the navy for its cooperation in building the nation's armed forces during the period January 1943 through February, 1946, during which more than 4,690 naval aviation officers and men were trained in two programs at the college.

BULLETIN ON SECONDARY SCHOOLS NOW AVAILABLE

"Functional Aspects of the Secondary School Program" is the subject of a recent bulletin of the National Association of Secondary School Principals.

The publication contains information concerning several state plans for pupil coverage in insurance as well as other articles describing practices obtaining in the functioning of the secondary school program.

Copies may be obtained by writing the association at 1201 Sixteenth street, N. W., Washington, D. C.

NORTHERN CALIF. TEACHERS ELECT OFFICERS FOR 1948

John H. Palmer, superintendent of schools for Marysville, was elected president of the Northern Section of the California Teachers' Association for 1948 at the group's recent meeting in Sacramento.

George I. Linn, of the Sacramento Senior High School Staff, became vice president. William J. Burkhard, deputy superintendent of Sacramento schools was named a representative to the state council, and Lyrel Bullard of Placerville was elected to the teachers' institute committee.

MORE TEEN-AGE PUPILS REMAINING IN SCHOOLS

More 16 and 17 year-olds are remaining in school, the continuing decline in enrollments in continuation school shows.

Continuation schools, scheduled to provide education on a part-time basis for students who are working, hit their peak enrollment in 1943-44, and have been dropping off since. This year's total was 20,351 compared to 25,869 last year, a 20 per cent drop. In the peak years 41,000 signed up for classes.

The percentage decline during the past year was much greater for boys than for girls. Last year's total for boys was 12,634, a decrease from the 16,710 of the previous school year. During the same period girls' enrollment dropped only from 8,659 to 7,717.

While enrollment totals fell off the total hours of the service remained almost the same, with 51,699.92 in the 1945-46 year and 50,364.71 in the 1946-47 period.

In spite of the enrollment drop instructional costs increased from $480,213.91 to $535,781.53. Part of the increase went to higher salaries for teachers and part to improved services to continuation students.

SACRAMENTO ENROLLMENT SHOWS INCREASE IN 1947

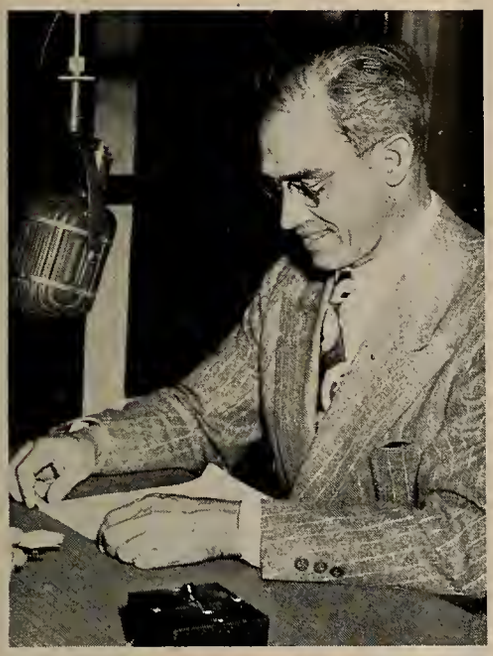
Sacramento's school enrollment showed an increase of 1569 students in 1947 over the previous year's figure, bringing the new total to 22,672, Superintendent James F. Bursch reported.

Every classification except the senior high schools showed a gain. The combined enrollment of the high schools, however, decreased by 50 students.

ALAMEDA COUNTY EMERGENCY SCHOOLS

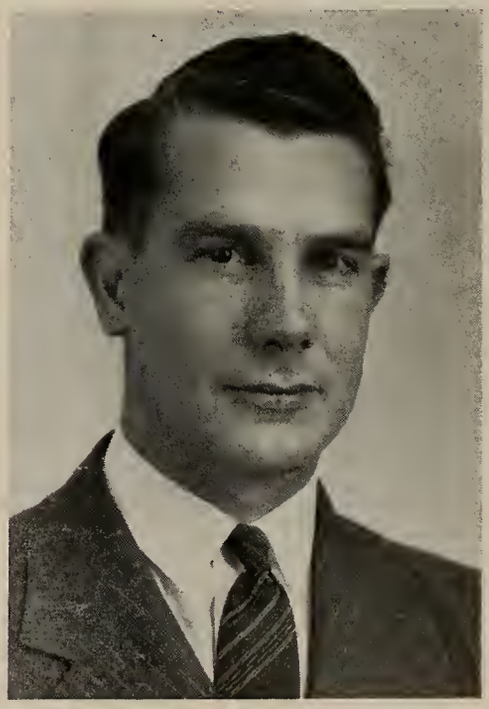
Faced with increasing shortages of classroom space, the Alameda County Schools, under the leadership of Superintendent Vaughn G. Seidel, turned to construction of two emergency buildings, the David E. Martin School, San Lorenzo Village, and the Baywood Elementary School, Hayward Elementary School District, (top and bottom photos respectively). Both schools are located in newly developed home areas.

The percentage of population growth in the San Lorenzo School District as a result of the war was even greater than in the Bay Area in general and increased the school population from 602 in 1939 to 2,286 in 1947. While making the maximum financial effort and resorting to double sessions in the existing schools, the district was unable to meet the emergency, and District Superintendent C. E. Lawson appealed for help to County Superintendent Vaughn D. Seidel. After a detailed investigation Mr. Seidel confirmed the emergency need and immediately started plans for the construction of a 20-classroom unit with administrative wing on a 10-acre site which had been purchased previously by the San Lorenzo District. Similar plans were begun for a building to relieve the congested conditions in the Hayward school district.



VAUGHN D. SEIDEL

PAUL D. EHRET



LAWRENCE W. REINECKE

Though of emergency construction the schools provide ideal conditions for education at a cost of about $6.00 per square foot which is considerably less than that of average construction according to Paul D. Ehret, deputy county superintendent and principal of the Martin school.

The Martin School has twenty 24 x 40

classrooms each with sink and drinking fountain, full-length bookcases under the windows, two supply cabinets, individual thermostatically controlled 60,000 B. T. U. gas heaters, eight 500-watt indirect lighting fixtures, green chalk boards, composition type floors, 4-foot plywood baseboards and acoustically treated walls and ceilings. All rooms have north light, with transom windows under a protected cloister providing cross lighting from the south side. Principal entrance to each room is from the cloister which is on the south side of each of the three wings. On the north side of each room a door leads into the court which separates the wings. In this court each room will have an outdoor classroom where easels and chairs may be taken in good weather and where tables can be placed. Total cost of the project was $168,966, and on October 15 the first classes moved in.

Principal Lawrence W. Reinecke is in charge of the Baywood Elementary School which handles classes from kindergarten through the sixth grade and accommodates 350 children. Located on a six-acre site provided by the Hayward School District, the building is of one-story construction with classrooms opening on arcades. There are nine 24 x 40 classrooms and an administration unit consisting of a reception office, principal's office, conference room, nurse's room, custodian's work-room, and a teachers' work-room. Each classroom is equipped with sink, drinking fountain, adequate storage space for supplies, book shelves, and cloak racks. Ideal lighting for either sunny or dull days is assured by large northern windows and eight illuminating fixtures in each room. Light silver-gray woodwork and oyster-white ceilings aid in the even diffusion of illumination. The writing boards, which are virtually glareless, are sierra-green in color, keeping the tonal quality of the room light. Heat is supplied by a thermostatically-controlled gas heater in each room. All rooms are acoustically treated. An athletic equipment room opens out directly to the playground.

Building cost for the Baywood School was $91,365. Construction was begun during the first week of August and the students moved into the new building December 1.

Principals Paul Ehret and Lawrence W. Reinecke were given full responsibility for building, equipping, and operating the schools. They visited scores of school buildings, some newly completed and others in process of construction, in order to determine how best to provide those features essential to the educational program with the limited funds available.

SCHOOL ADMINISTRATORS MEET IN ATLANTIC CITY

Nationally known speakers will address more than 30 afternoon discussion groups at the national convention of the American Association of School Administrators at Atlantic City, February 21-26.

Under the general theme of "The Expanding Role of Education" the groups will pool ideas on practical aspects of improving the school programs, according to Dr. Herold C. Hunt, Chicago superintendent of schools and president of the association.

Subjects to be discussed include:

Monday afternoon, February 23—Implications of the armed services program; the school board and the superintendent of schools; planning the school building program; report of the President's commission on higher education; the superintendent's role in intergroup education; the superintendent shares with teachers and others in planning programs and policies; citizenship education in a divided world; the year-round school program; problems ahead in the vocational program; serving the needs of atypical children; the superintendent of schools and the improvement of instruction.

Tuesday afternoon, February 24—What shall we teach about the UN and UNESCO?; taxation problems and the economics of the teachers salary crisis; "The Expanding Role of Education"—discussion of 1948 yearbook; professionalizing the superintendency; school contests and the educational program; new trends in health education; the superintendent and effective public relations; reorganization of school districts and related problems; religious instruction in the public schools; education for the age of aerial transport; the place of written examinations in the selection of teachers.

Wednesday afternoon, February 25—Relating teacher salaries to competency; meeting school housing needs in the face of rising costs; the pros and cons of universal military training; issues in federal aid legislation; "Education for All American Children"; emerging issues in secondary education; the superintendent's problems in intermediate and county school units; visual aids to teaching; educational possibilities of radio; work experience programs; adult education and the community.

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Helen Heffernan and staff of the Chizakura Elementary School, Japan. (See story on page 7)

February, 1948

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Jottings of a Traveling Bookman

By
W. M. CULP

BATTLE OF THE BUDGET TAKES ATTENTION OF NATION'S EDUCATORS

The early winter of 1948 in education in the United States is characterized by the battle of the school budgets. The hue and cry of the past several years of teacher shortage, of inadequate school housing, of low teacher pay, of poorly trained staffs, of poor or little or no equipment or supplies or books, of tens of thousands of youth in the land going without any education at all, of higher education faced with the greatest enrollments on record with more to come, and all demanding money in the tens of millions merely to keep running, is now seen in the current crop of school budgets.

The question to be solved is whether the money is to be appropriated by the proper authorities, and whether our economy will be able to stand the many demands of local, state, federal, and foreign governments pressure. The nation wonders if the wealth of the country is sufficient for needs at home and Utopia abroad.

Chicago Schools

The budgets of the two largest cities of the country are a case in point. As this is written the Chicago city schools are faced with a school strike because the City Council has not passed the 1948 School Budget of $103,500,000, which included an increase of $11,000,000 for salaries of teachers and of 9,000 other Board of Education employees.

The Board of Education employees had gone payless for five weeks because this budget had not been passed by the third week in January. Undoubtedly, by the time this is published the matter will be resolved to the satisfaction of the school authorities, but the present plight is indicative of a reaction toward a higher school budget no matter how worthy.

New York Budget

In New York City, the Board of Education, under attack for its inadequacies for years and especially these past months under increased assault by both local and state groups has come forth under the leadership of the new superintendent, Dr. William Jansen, with the highest budget on record of $209,060,145, which, if anything, is an attempt to answer the critics and to put the largest educational system in the country in line with best educational practice and organization.

The educational deficiencies of New York City come from the fact of its hugeness and the inertia inherent in getting educational ideas to function, because of the vast space between those who determine educational policy and those who put it into operation, the teachers.

$30,000,000 Over Last Year

This New York City School Budget of $209,000,000 is some $30,000,000 more than that of last year. It seems a huge sum until one considers the 568 elementary schools, 83 junior high schools, 54 technical and academic high schools, 26 vocational high schools, and an evening school set-up of 44 elementary, 17 high, and 16 trade schools. These are manned by some 37,944 teachers, principals, directors, supervisors, assistant superintendents, and specialists in the various fields of school direction and management, with additional non-educational functioning employees that bring the school system payroll to 40,542. The student enrollment this year will be an increase over that of last year's register of 905,079 to somewhere near the million mark.

The purposes of this enlarged budget are those of increasing substantially the number of teaching positions, of purchasing greatly increased amounts of instructional materials and of expanding generally the city's educational services.

Salaries Largest Item

The largest budgetary outlay is naturally that of $107,680,802 for salaries of principals and teachers in the day, elementary, and junior high schools, and special schools and classes. This sum represents an increase over the current year of $14,175,914.

One of the few decreases in the budget was for the salaries of principals and teachers in the day academic high schools, based on an expected decline in enrollments. A sum of $41,065,824 was designated for these schools, a decrease of $50,318 from the current expenses.

But the budget proposal contained increased provision for adult education evening schools, community and recreation centers, classes for handicapped children, remedial instruction, visual aids, child guidance, vacation playgrounds, and libraries.

New Positions

Beginning next September provision for a record number of new positions have been set up. This includes some 2500 regular positions, exclusive of 507 substitute positions set up on a temporary basis in the junior high school division due to the increase in enrollment because of the commencement of the annual promotion plan. Some $5,621,000 is provided to pay the rise in the salaries of teachers who qualify for increments under the new pay schedules. The enlarged teaching staffs in

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
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Founded in 1895 by Harr Wagner

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the elementary, junior, and vocational high schools call for $7,026,000 additional.

Other items include $1,005,000 more for substitute teachers, $2,655,000 more for school supplies and equipment, and $5,900,000 more for repairs and replacements including furniture. Additional appropriations include $640,000 for soap and towels or mechanical hand drying equipment; $50,000 for the Bureau of Administrative Research, to make studies on the duties of employees; $54,000 for a staff and interneship involved in the selection and training of personnel for high school principalships and assistant superintendencies and $125,000 for new FM equipment for the Board of Education's Radio Station WNTE.

Record Budget Request

With these additional requests it brings to $9,000,000 the amount to be spent on repairs and replacements, the largest appropriation for this item in the city's experience. Likewise, the increase of $2,655,000 in the allowance for school supplies brings the total to approximately $7,000,000, another highest item on record.

The budget also calls for four new assistant superintendents, a director of early childhood education, fifty-two principals to provide additional supervision for elementary schools now in charge of junior principals and for eighty-six assistant principals.

Provision is made for 101 more kindergarten classes. The kindergarten enrollment is expected to reach 56,000 in March and 55,000 in October of this year.

Effect of Reduced Hours

Some 300 new positions are scheduled for the vocational high school teachers because of the reduction of their working day. They are now required to be on duty one more period a day than academic high school teachers.

New Promotion Plan

The prevalent plan for promotion in most large educational systems in the United States has been based upon written examinations, degrees, ratings of professors, and a final determination by an oral examination, to examine those who rated highest in the written examinations.

New York City, after a study of three years by a committee of the Board of Education and four subcommittees totaling forty-three members, has just announced an experimental plan to choose applicants for high administrative jobs in the New York public school system on an internship basis. Mr. James Marshall, board member from Manhattan, and chairman of the committee, said the program was in keeping with modern management methods in American business. He asserted that the present methods of picking applicants on the basis of a written examination and interview were archaic.

If the experiment proves successful, the plan is to be extended to other administrative and supervisory positions. An appropriation of $54,000 has been set up to carry on the experiment. The plan calls for the selection of eight internes for positions as high school principals and eight for assistant superintendents.

About $43,200 of the sum appropriated is to be allotted for the internships and the remainder for administration purposes.

Based on Industry Plans

Mr. Marshall states "The largest, most complex organizations in the country train personnel for leadership and management responsibility to assure superior ability in key posts. Over and over again during the past few years experts in management techniques have found that reliance on the written examination and interviews does not bring forward enough capable individuals with qualities of leadership and judgment. We can no longer lean upon archaic measurements such as this in the worlds' largest school system that deals with the lives of future citizens."

The plan is to be administered by the Superintendent of Schools and the Board of Examiners. Under it the system is to be "fine-combed" for talent. Safeguards to eliminate favoritism and to give equal opportunity for all members of the teaching staff are provided in the committee's plan.

University of New York State

A controversy of some years' duration has been going on in New York State in regard to public support of higher education. In spite of its wealth and greatness of population New York State has no State University. Its youth, if desirous of higher education, have had to attend private colleges and universities, with which, of course the eastern area of the country is overrun.

The State legislature has had the matter under consideration for some time. It has set up a commission called the Young Commission under the direction of Owen D. Young, retired industrialist, to study the situation and to report this year to the New York State Legislature.

Several Plans Considered

Several solutions have been advocated. Some desired the creation of a new State University out of whole cloth—new campus, new buildings, new professors. Others desired and advocated that Syracuse University be selected as the State University and with that institution as a nucleus to increase its capacity and establish branches throughout the state.

Others called for the setting up of regional junior colleges or four-year institutions so that the local youth would not have to go away from home for higher education. Others called for a series of professional schools all integrated into a State Higher Education Authority and all centered around a New York State University.

While this has been going on the smaller colleges in New York State, large in number, have had hard going because of lack of money to function properly. These institutions have asked, why not a system of State support so that they can increase their capacity and take on the local students on a free tuition basis.

Commission's Recommendation

In mid-January the Young Commission finally agreed unanimously to recommend to Governor Dewey and the Legislature the establishment of a state university to consist of a series of community colleges in various parts of the state, and at least two medical centers and other professional schools.

ELEMENTARY SCHOOL REPORT BEING MADE

"Education for All American Children," a report of the Educational Policies Commission of the National Education Association, has been completed and is scheduled for publication in the spring of 1948.

In the preparation of this report the Policies Commission investigated 84 outstanding elementary schools throughout the United States and consulted widely with the leading people in elementary education. The publication of the report will be the first major statement of educational policy at the elementary school level issued by the NEA in thirty years.

Western School News

Edited by MORRIS WAGNER

STANFORD UNDERTAKES AMERICAN WAY OF LIFE SCHOOL BOOK SERIES

Stanford University has undertaken the preparation of a series of books for elementary and high schools, to describe the American way of life to the youth of the United States.

Development of the series is financed by a gift of $80,000 from Mr. and Mrs. Gordon B. Crary and Mr. and Mrs. Allan H. Crary, all of Los Angeles.

The books, which will supplement the regular school texts, will be designed to promote faith in American democracy, the rights and responsibilities of the individual, the American economy, and the American cultural heritage, and to present the American way of life in such a way as to bring an understanding and appreciation of its concepts to the young students.

Under the direction of Dr. A. John Bartky, dean of the school of education, Dr. Edward A. Krug, associate professor of education, is supervising a staff in a research program to determine the best techniques and to develop the best materials for teaching the rights and responsibilities of free men.

Recommendations of this group and the school of education faculty will be used by professional writers who have been engaged to write the books.

The project is virtually a new phase in education, Dr. Bartky pointed out—the teaching of values as well as skills and judgments. Without such values as basis for thought and action, skills and judgments lost their significance and direction, he said.

JUNIOR TOWN MEETING OF THE AIR RETURNS

The Junior Town Meeting of the Air is being broadcast in San Diego over Station KSDJ (1170) in San Diego each Tuesday evening from 6 to 6:30 P.M., according to Superintendent of City Schools Will C. Crawford.

Participants in the first series were Grossmont High School, Kearny High School and Pt. Loma High School, discussing "Management vs. Labor," "Do Motion Pictures Interpret American Life Correctly," and "What Can Young People Do About Race Prejudice?"

DR. WILLARD E. GOSLIN ELECTED PRESIDENT OF SCHOOL ADMINISTRATORS

Dr. Willard E. Goslin, superintendent of schools for Minneapolis, last month was elected president of the American Association of School Administrators.

He succeeds Dr. Herold C. Hunt, general superintendent of schools for Chicago.

DR. WILLARD E. GOSLIN

Active in the association's affairs for several years, Dr. Goslin, who has held the Minneapolis post since 1944, has also served on the association's advisory council, was chairman of the commission which prepared the 1945 yearbook of the group, entitled "Paths to Better Schools"; and is chairman of the 1946-48 planning committee, which prepared the AASA program for extension of services. A graduate of the University of Missouri, Dr. Goslin was superintendent of schools at Slater, Mo., from 1923 to 1930, and superintendent at Webster Groves, Mo., from 1930 to 1944. He is a native of Missouri.

CONTRA COSTA COUNTY GIVES CUSTODIAL CLASS

With all school systems feeling the pinch of budgetary requirements and the necessity for maintaining present plants and equipment economically at top efficiency, Contra Costa County Schools, under Superintendent B. O. Wilson, have inaugurated a custodial training class.

The initial ten-week course, given to fifteen custodians from Martinez, Concord, Lafayette, Orinda and Walnut Creek, is devoted primarily to the maintenance of floors. Several expert floormen have been called in to show the proper procedure for caring for different types of floors. Later courses will deal with other types of maintenance.

The courses will be organized to permit custodians from all parts of the county to attend classes without excessive traveling.

BUREAU OF VOCATIONAL REHABILITATION AIDS TUBERCULOSIS PATIENTS

Although rehabilitation bureau funds are not available for increasing services to tuberculosis patients, the state agency's wide experience in the field is being used to aid in planning for the program for tubercular patients, Roy E. Simpson, state director of education, announced.

While tuberculosis is no longer the killer it was until a few decades ago, and many patients are now discharged from sanatorium treatment with "arrested" conditions of the disease, all dischargees are cautioned against exertion which might result in the breakdown of their health. This frequently entails changing to lighter type of work. The bureau aids in readjustment by providing vocational guidance and training to prepare for a suitable occupation. Several thousand clients have been assisted in this way, through regular rehabilitation channels, Mr. Simpson said.

It has become evident, however, that the rehabilitation process can be facilitated by providing preliminary services prior to discharge from the sanatorium. Representatives of the Bureau, the Bureau of Tuberculosis of the State Department of Public Health, and the California Tuberculosis Association recently met and made arrangements for a series of regional meetings to work out detailed plans for establishing facilities suitable for respective localities.

In general these will include the development of rehabilitation centers in the larger sanatoria with provisions for school classes, guidance, pre-vocational courses and occupational therapy. The bureau's

personnel will contribute their experience in the rehabilitation field to set up an effective program, Superintendent Simpson announced.

EDUCATOR ANALYZES ACHIEVEMENTS, GOALS OF SCHOOL SYSTEM

Problems of teaching the fundamentals—the "Three R's"—and achievements of California schools in that line were analyzed by Dr. John A. Sexson, superintendent of Pasadena schools, at a meeting of representatives of California schools and the Chamber of Commerce.

While the fundamentals are essential in business, the armed forces and all walks of life, the schools are also faced with the problems of giving direction to the use of the skills thus taught, Dr. Sexson said.

Among the problems facing modern educators in fundamental teaching is the competition offered by outside forms of entertainment such as the radio, movies and other diversions. The old ciphering match and spelling bee are things of the past in most communities now, thus reducing the child's incentive to learn.

A major problem, however, and one in which business and the schools should cooperate, Dr. Sexson said, is that of placing the right boy or girl in the right job after graduation.

"In answer to the businessman's recurring question 'Why is it that we hire so many graduates of the public schools who are incompetent, untrained, and untrainable in the 3 R's, the fundamentals, or in any usable skill?,'" Dr. Sexson said, "We educators know that we do graduate and you do hire too many such persons.

"But I want to impress upon you that your schools never have, and never can, make all children and youth equally competent in these knowledges and skills essential for economic competency.

"This is no attempt to alibi, to cover up our mistakes, or to apologize for our admitted shortcomings. It is a plain declaration that education has limitations as well as possibilities—things it cannot do as well as things that it can do. We know and you know that we do train many competent and efficient youth; but one of the serious faults of the present situation is that neither the schools nor business and industry have co-operated in following through to see that the right boy or girl gets the right job. The schools make little effort to do intelligent placement, and business hires any one who applies. No wonder the results are bad.

"Few recognize or accept the equally obvious fact that persons differ as much mentally as physically and that capacity for mental performance ranges from imbecility to genius," Dr. Sexson continued.

"Next time you find fault with your child's teacher, remember that she has your son or daughter in a class of thirty-five or more students, two of whom are near genius in ability, two or more are morons or worse, and that the others possess every conceivable degree of potential capacity, interest or ability between these two extremes. Remember, too, that your child's teacher has, within a short school day and short school term, to discover just where your child and every other child belongs and can function best, just what and how much he or she will learn and just how an effective approach can best be made to the learning problems of each member of the class."

"The school is not failing in the three R's, nor is business failing to make profits. But the world isn't being made more happy or secure on mere profits or wiser by more skill in the use of tools. Let's quit clamoring to go back in education, back to another half century of applying what we know to the production of human misery. Let's pray for the knowledge which we need in order to 'go ahead' in education to the place where we realize our results in better people, not in just better adding machines," Dr. Sexson concluded.

ELEMENTARY SCHOOLS IN OMAHA SHOW INCREASED ENROLLMENTS IN 1948

For the first time in 12 years the elementary schools in Omaha, Nebraska, have slightly increased enrollment over that of a year ago, Superintendent Harry A. Burke reports in the *Omaha Public Schools Superintendents' Bulletin.*

The total enrollment this year is 21,347, compared to 21,183 a year ago. Exclusive of the increased enrollment caused by annexation of the Beechwood area, the elementary school enrollment is slightly larger than a year ago.

On the other hand, high schools in the city show a four per cent loss. Twenty-nine of the 55 elementary schools show gains, while the remaining 26 show losses —rather drastic, Superintendent Burke said. The administration is now conducting a careful analysis of that phenomenon.

Enrollments in the lower grades, especially on the kindergarten level, show marked increases in accord with national trends. In all probability enrollments in the elementary schools, unless unforeseen conditions within Omaha develop, will continue to rise slowly until 1953. It is estimated that some 5,000,000 additional children will be enrolled in the elementary schools of the nation by that date.

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BUILDING A NEW DEMOCRACY IN JAPAN

By Helen Heffernan,
California State Department of Education

Helen Heffernan, who recently returned to her duties as Chief of the Division of Elementary Education, California State Department of Education, presents an interesting evaluation of the work done by the Army of Occupation in Japan. Miss Heffernan has served during the past year as Elementary Schools Officer on the Headquarter's Staff of General MacArthur.

The most arresting feature of the work of the Army of Occupation is the attitude of the Japanese themselves toward its policies and people. More than two years of acquaintance with these policies, and with the people engaged in implementing them, has not greatly lessened the amazement of the Japanese in finding their fundamental human rights respected by the conquerors, in receiving decent, humane, and kindly treatment.

Said one Japanese educator, as though what he were saying would strain the credulity of his hearer, "The Americans are working as hard as we to develop a good educational system for Japan." Said another, "I am beginning to understand what is meant by freedom of speech. In conferences we are encouraged to discuss issues, contribute our experiences, and present opinions which may even differ from those of our SCAP advisor." A school teacher said, "Our children like the GI's and are not afraid of them. They used to be very much afraid of the Japanese soldiers." Vacant lots and playfields everywhere ring with "Strike," "Ball," and "Safe," shouted with a Japanese flavor as giant GI's and diminutive Japanese schoolboys find international understanding and good will through international baseball.

"We have more freedom in Japan now than we ever dreamed of having under the military regime," said a young psychologist, a graduate of Tokyo Imperial University. "Please beg the people of your country to stay with us in Japan and help us to develop a strong democracy." This wish is articulated again and again in conversations with men and women who are reconstructing the new Japanese government. Another says, "Although Japan is beaten to the earth in defeat, she will truly be victorious if out of the war we develop a worthy democratic culture devoted to the pursuit of human welfare and the progress of civilization."

Economic Problems

The war has brought about the economic collapse and disintegration of Japan. The health of the people is jeopardized by meager nutrition, inadequate clothing, and housing in such short supply that thousands of people find the only rest available at night on the damp concrete floors of underground passages in railway stations, under bridges and elevated railroads. The megalomania of the high-handed militarists and ultra-nationalists who secured political control of Japan during and following the Manchurian incident has reduced Japan to unspeakable misery and suffering.

Militarists Used Schools

The militaristic clique turned myths and legends into history. They used the schools as agencies of propaganda to imbue youth with belief in the everlasting destiny of Japan. They claimed Japanese racial superiority. They predicted the domination of East Asia and even the whole world.

HELEN HEFFERNAN

History records Japan's gradual and irretrievable path to destruction. The placing of blame is the task on which military tribunals have expended years of study and effort. Millions of words have been recorded during the war crimes trials. Perhaps this is inescapable if history is to be unassailable in fact and truth. But life moves on and America has an opportunity of unprecedented significance to extend the benefits of democracy to the war-devastated areas of the world. Civilization is in jeopardy unless America acts with wisdom and dispatch.

MacArthur Commended

The possibility of building a democracy in Japan seems bright with promise. General MacArthur has given wise, firm, and consistently humane direction to the reconstruction of Japan. Although true to the American spirit of levity, the Supreme Commander may be dubbed the Star-Spangled Mikado, no one who has thought seriously about the occupation of Japan can fail to commend the progress which has been made in the eradication of militarism and ultra-nationalism and in the development of a sound foundation in all aspects of government reorganization.

The reconstruction, expansion and democratization of the educational system has high priority rating in the program of the Supreme Command Allied Powers. Unbelievable progress has been made in achieving this objective largely because of the faith of the Japanese in the efficacy of education and the truly great industry with which school people have set about their serious and compelling tasks.

Analysis of Japan's Downfall

President Nombara of Tokyo Imperial University, now officially known as Tokyo University, has pointed out that the downfall of Japan cannot be attributed to the militaristic clique alone but that a fundamental defect in the minds of the people must be recognized. President Nombara says there was "little evidence of any awakening of the individual human consciousness as an independent personality or the development of capacities of human nature" in the old Japan. Freedom of thought and freedom of social and political activity were choked by the constraints of a nationally limited universality and an indigenous tendency to act as one. *Esprit de corps* becomes dangerous when no individual can express ideas contrary to those held by the total group. With this mental characteristic it was little wonder that the people of Japan were deceived by and blindly followed a small group of leaders.

The great task of education in Japan is the emancipation of the people from such limiting concepts and the development of independence of thought and action. The Japanese people have lost faith in this

indigenous and traditional oneness of thought and action. New ideals of world citizenship and the welfare of humanity are taking hold of the imagination of the people. Democratic techniques of discussion, debate, and group decision are being attempted with enthusiasm. It is conceivable that the intense desire of the Japanese to restore their honor before the world may lead to great sacrifices in building a culture which can contribute signally to the advancement and peace of mankind. The Japanese are an intense people. A sound educational program will lead them to as intense a devotion to a new and true ideology as they ever brought to the worship of the Emperor.

Problems Facing School System

Never before have a people been confronted with problems of education more serious or more immediate. School buildings have been bombed out and burned out. The prodigality with which the natural resources of the country were used in the prosecution of the war has led to acute shortage of all types of building material. Books and materials of instruction are meager in quantity and below standard in quality. An acute teacher shortage exists; many classrooms are staffed with poorly-prepared and inexperienced teachers. The children to be taught are undernourished, poorly clothed in the bitter winter weather, and their health has been impaired by the shortages in the necessities of life which existed during the entire war.

Efforts at Rehabilitation

Tremendous effort has been directed to the rehabilitation of the schools. New courses of study have been organized and distributed to all teachers in Japan; new textbooks in all subjects have been written, printed on newspress, and distributed to the children; in-service teacher education programs have been carried on throughout the country to help teachers understand the purposes and methods of democratic education; new professional books have been written; normal school programs have been reorganized. The entire educational program has undergone searching and fundamental reorganization. Ahead lie many unsolved problems in the improvement of the educational program, the building of schools, the training of teachers, supervisors, and administrators. The guide lines have been laid, however, by which the schools will become dynamic factors in creating a new democratic social order in Japan.

PLANS PROGRESSING FOR DRIVER INSTRUCTION IN CALIFORNIA SCHOOLS

The publication to be used in the course includes definition of the ultimate objective of driver instruction as development of drivers who have the knowledges, attitudes, habits, and skills needed for the safe operation of motor vehicles; definition of a set of enabling objectives to give the student understanding of the construction, operation, and maintenance of motor vehicles, and the evaluation of such vehicles.

EDUCATIONAL ENGINEERS' OPERATIONS DESCRIBED

An educational engineer is a man with a passion for carefully working out ideas and putting them into practice, according to Dr. W. W. Charters, of Stephens College in a recent faculty talk.

This differentiates him from the philosopher who determines the objectives, and makes him the perfect complement for the long-range planners.

"Ordinarily the philosopher is not greatly interested in the methods that may be used to make his ideas function in local situations. The engineer on the other hand is not primarily concerned with the philosophy of education—he waits for the theorist to furnish the idea and thereupon springs into action. He throws his heart into devising methods that will make the theory work if it is workable," Dr. Charters said.

While millions of people, both in colleges and outside, love to speculate about ideas, criticize them and formulate them, most of them are content with utterances of their theories. It is the engineering type of mind whose interest alerts when the question of how to get action arises.

The educational engineer's symbolic slogan is "How?" When a father says "I want my daughter to develop a feeling of social responsibility," the engineering faculty member asks himself the question, "How can this be done?" Enthusiastically he thinks of methods, tries them out, and is satisfied only when social responsibility on the part of the student actually has been achieved.

"Stephens College is not so noteworthy for its progressive ideas, because these ideas are now given lip service at least by many institutions. Rather its notable accomplishments lie in its passion for engineering its ideas," Dr. Charters concluded.

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Library News

Edited by MABEL R. GILLIS, State Librarian

CALIFORNIA SCHOOL LIBRARIANS FACE THEIR PROBLEMS

By Barton H. Knowles

State Publicity Chairman, School Library Association of California

Miss X could be any professional school librarian in the U.S.A. She perhaps attended Columbia, Missouri State, or the University of Chicago, and, after receiving her A.B., enrolled in a graduate course in librarianship at Chicago or some other graduate library school. Her first position was in a small rural school in the middle west, northeast, or deep south, and for a while she was satisfied and enthusiastic in her work.

But reports began to filter to her through the professional journals of the advances being made in California librarianship, and after one, two, or perhaps ten years she packed up her wardrobe and A.L.A. *Cataloging Rules* and made the westward trek to sunny California.

She signed a contract in perhaps Santa Barbara, Santa Cruz, or Santa Rosa and eagerly looked forward to the September '47 opening of school in the state where salaries, professional standards, and opportunities for advancement are unparalleled. And when she visited her new school for the first time and browsed through her library, noting with satisfaction the well-chosen book collection, she knew that this was what she had been hoping for ever since emerging from the cloistered milieu of library school to face the discouraging problems of limited budgets, low standards, and unsympathetic administrators.

Her budget for her first year in her new school was unbelievably generous, twice the amount set by the A.L.A. as the minimum for her school's enrollment.

So here she was, in the same position all librarians have some time or other found themselves, beginning a new job in a new school, taking over where her predecessor left off, not knowing the faculty, the student body, the community, or the prejudices of its citizenry.

First Consideration

And now we come to the point of this short biographical sketch of our Miss X. What would be her first consideration above all others in analyzing and understanding her book collection, alloting her budget, and ordering new materials? Every professional librarian will have the same answer—"Why, the curriculum, of course." Miss X will examine this curriculum in great detail and then try to develop library resources which will enrich, supplement, and explain the course of study. Miss X approaches her study of the curriculum and the part the library can play in its development with a sober awareness of the seriousness of this problem. For she realizes along with most other school librarians and teachers that American education today is facing a crisis.

Through the G.I. Bill for veterans, higher standards of living for all, and part-time opportunities for the teen-agers, opportunities undreamed of during depression years, a broad and continuing education is possible for most segments of the population. The veteran, in particular, is no longer satisfied with a classical education alone, bringing as he does to the classroom a wealth of experiences gained during the war years. The war literally dragged him out of his rut and forced him to face issues squarely and realistically, and he has come back to civilian life with a keener, more inquiring outlook, seeking a better understanding of the institutions and ways of life around him.

He is impatient with the frills and superficialities inherent in many of our courses of study. "Education as preparation for life" must become more than a textbook and institute phrase; this is in effect what the veteran is demanding. Now of course, the need for a realistic approach toward education as preparation for life has for years been recognized and so stated. But the veteran is insisting that it become a reality.

New Curriculum Demands

And so the challenge is thrown out to the curricular experts, most of whom realize that their responsibilities are great and rather terrifying. Even though the idea may offend the scholar in them, they must recognize that the study of Shakespeare is "out" to the huge numbers of our youth who cannot read the *Saturday Evening Post* and the daily newspaper intelligently and with understanding, much less Hamlet's soliloquies.

Perhaps they may come to feel that algebra is quite worthless to the average freshman girl who will come no closer to algebraic formulae than the measuring of the kitchen windows for curtains.

Memorizing the names of the thirty-two presidents of the United States or reading of the battles and campaigns of the Revolutionary War will not aid the high school junior boy in developing intelligent attitudes toward the post-war problems of high prices, labor legislation, and race prejudice. Realizing these problems, Miss X is very definitely concerned with the curriculum in her selection of library materials.

S.L.A.C. Aids

Not many days pass by after Miss X begins her career as a California school librarian before her eye falls upon a copy of the *Bulletin* of the School Library Association of California. The S.L.A.C., as it is referred to by its members, is the professional organization of school librarians in California, the organization which for twenty-odd years has accomplished much in raising school library standards, publicizing the work of its members, and gaining the interest and support of school administrators in school library problems.

Miss Mary Lins, Junior Librarian of Commerce High School, San Francisco, is this year's editor of the *Bulletin,* which is the voice of the Association. The *Bulletin* serves as a bond between the Northern and Southern Sections, and publishes articles in its quarterly issues which have some bearing on the philosophy and problems of school librarianship. It devotes much space to library projects undertaken by members of the Association; a one-page department entitled "Tricks-of-the-trade" publicizes little technical routines that librarians have developed in their own libraries and want to pass on to their fellow-workers.

Annual Meeting Program

Miss Lins is planning to devote the last issue of the *Bulletin* for this school year to a series of articles on the school curriculum and teaching aids, which, Miss X

has noted in reading the *Bulletin,* is to be the theme of the 1948 annual state meeting of the S.L.A.C. With problems of curriculum foremost in her mind, Miss X is planning without fail to attend the annual meeting of the Association, to be held this year in Fresno under the local chairmanship of Mrs. Melissa Fuller and her committee. The theme of the program will be, as mentioned above, "The Library as Coordinating Agency for the Curriculum—Books and Audio-Visual Materials."

Librarians for elementary, junior high and high schools and junior colleges will converge on Fresno from all parts of the state on Saturday, March 13th. Mrs. Edith C. Schroeder, Program Chairman for the state meeting, has planned a program which she hopes will appeal to all personnel in the field.

Most of Saturday morning will be taken up with registration, paying of dues, and purchasing tickets for the luncheon to be held at 12:30 P. M. At the luncheon Mr. Edwin Kratt, Fresno City Superintendent of Schools, and Mrs. Margaret Van Dussen, Fresno County Librarian, will welcome the librarians. Miss Mabel Gillis, California State Librarian, will also bring a word of greeting and tell the group something of the plans for the California centennial celebrations.

After the luncheon, the group will meet in the auditorium of the Fresno City Schools Administration Building where Dr. Harold Spears will deliver the main address of the afternoon. Dr. Spears is particularly well-qualified to speak on his subject, "The Library and the Curriculum." He is a comparative newcomer to the San Francisco Unified School District where he holds the position of Coordinator of Curriculum. Dr. Spears has been a national leader in curriculum studies for the past several years and has written some of the most valuable publications in the field, among which are "The Emerging High-School Curriculum and its Direction" and "Secondary Education in American Life."

Also participating in the afternoon program will be members of the S.L.A.C. Miss Elizabeth Williams of the Los Angeles Visual-Aids Department will address the group on "Methods and Use of Visual-Aids in Los Angeles Schools." Following Miss Williams, Mr. E. Ben Evans, Supervisor of Library Services, Bakersfield, who recently received the Encyclopedia Britannica Films, Inc. Scholarship for his study of audio-visual education last summer, will discuss "Methods of Library Instruction in Bakersfield Schools."

Audio-Visual Exhibits

After the adjournment of the meeting, the group will be invited to browse through the exhibit of audio-visual materials provided by Mr. Harold Hughes, head of the Fresno Audio-Visual Department. Mr. Hughes will have his attendants there to exhibit the materials and explain their use.

Outstanding Educators to Attend

At 6:30 in the evening the group will reconvene for dinner at the Hotel Californian. Mr. Roy E. Simpson, State Superintendent of Public Instruction, Mr. Erwin A. Dunn, President of the California Teachers' Association, and Miss Mabel Gillis have been invited as guests of honor, and it is hoped they will be present to greet the librarians. Dean Malloch, Monsignor Dowling, and Rabbi Greenberg, all of Fresno radio fame, will speak on the topic "Understanding." The Association's state officers will be introduced, after which the local committee is planning a musical program before adjournment.

A breakfast meeting has been arranged for 8:30 on Sunday morning, to be followed by a business meeting. Miss Jessie Boyd, Lecturer in Librarianship and Supervisor of School Library Practice at the University of California, and Miss Jasmine Britton, Supervisor of School Libraries, Los Angeles City Schools, will bring reports of the A.L.A. Mid-Winter Meeting. Northern and Southern Section Presidents will talk about the work of their respective sessions, after which the state meeting will be formally adjourned by Miss Bess Landfear, State President, to give the librarians time to see some of the points of interest in and around Fresno and to visit with friends.

Librarians and Curriculum

And so our mythical Miss X, with the hundreds of other librarians, will journey back to her school, ready to face the problems of curriculum building and book selection with a fund of information and better understanding of the problems involved. We hope the meeting will demonstrate to school administrators that librarians along with teachers are examining the vital question of the curriculum and the part school librarianship should and must play in its development. With more efforts along this line, administrators will, it is hoped, consider the librarian as an important member on the curriculum committees in their schools, and realize that the librarian is second in importance only to the classroom teacher in developing worthwhile, intelligent attitudes in our American youth.

SOUTHERN SECTION OF LIBRARY ASSOCIATION AT BOOK BREAKFASTS

The regular monthly Book Breakfast of the School Library Association of California, Southern Section, was held at Manning's Fifth Street Coffee Shop in Los Angeles in January. Sixty-two members met to evaluate books for children and young people for use in school libraries and to recommend new and interesting titles to be purchased for faculty libraries. Marjorie Schramling reported briefly on her recent trip to Chicago as a member of the N.E.A.-A.L.A. joint committee on libraries.

Held Since 1930

Elizabeth O. Williams, Chairman, Book Breakfast Committee tells us that monthly book review meetings of school librarians, instituted in 1930 by Ella Morgan and Statie Weber, have been carried on each year with the fine spirit of friendliness and helpfulness which prompted their beginning.

From fifty to one hundred enthusiastic school librarians have gathered the first Saturday of each month to talk about books, some even coming from far away Coachella Valley, Santa Barbara, Riverside, and San Diego. Many seek this opportunity to meet and chat informally with friends and professional associates, to share problems and to hear news of current professional activities. Occasionally an author is introduced to the group or a publisher's representative is a guest.

These meetings maintain a bond of professional friendship and interest with retired school librarians, many of whom attend and participate in the book evaluations.

Book Review Activities

Book stores, book depositories and publisher's representatives have been most generous in supplying advance publications and current titles for review. A committee of librarians selects and gathers the books from which members choose titles for re-

(Continued on page 11)

Retiring Superintendent Clyde E. Lawson, left, who is leaving the San Lorenzo school district after 34 years of service to the community, shakes hands with his successor, Paul D. Ehret, principal of the new David E. Martin emergency school in San Lorenzo Village. Lawson's resignation takes effect June 30, 1948.

Clyde E. Lawson Resigns After 34 Years As San Lorenzo District Superintendent

Clyde E. Lawson, for the past 34 years superintendent of the San Lorenzo School District of Alameda County, last month submitted his resignation effective June 30.

Clerk Warren S. Perkins of the Trustees Board, and two other trustees, Col. Douglas S. Seaborn and J. P. Joseph, Jr., voted unanimously to appoint Paul D. Ehret, principal of the new David E. Martin Emergency School, to the vacancy. The immediate appointment will permit Ehret to work with Superintendent Lawson during the next four months, the board explained.

The San Lorenzo School District consisted of 250 pupils and one school when Superintendent Lawson took over his present appointment in 1914. In 1939 there were 650 pupils. At present there are six schools in the district, with an estimated 5000 pupils expected by 1950.

The district is planning to buy two 18-acre sites for two upper grade schools, two primary schools and two intermediate schools, bringing the total to 12 schools in the district. The finances for this master plan have already been approved by the State Department of Education, Superintendent Lawson said.

Prior to his appointment to the San Lorenzo district, Lawson taught one year in Potter Valley and six months in Manchester (both in Mendocino County), and was principal of Lakeport School in Lake County for three and one-half years.

In his letter to the trustees, Lawson expressed his thanks to the school board members for their cooperation and help during the past few years of the tremendous growth of the district.

Reviewing the progress made under his administration Lawson said "At present there are no shift programs in any of our schools. But there are many more problems to be faced and fortunately there are many well trained young men available to take over who can devote more energy and more time in their solution than I can."

(Continued on page 15)

SOUTHERN SECTION OF LIBRARY ASSOCIATION AT BOOK BREAKFASTS

(Continued from page 10)

view at the next meeting. A mild scramble for favorite authors often ensues, and rarely does a book go begging for a reader. Twenty-five to thirty-five titles are evaluated at each meeting with their special significance for school libraries noted, together with recommendations as to grade level from elementary through junior college.

Special Subject Lists

Special subjects lists are often distributed through the courtesy of the librarians who compiled them. Displays of books at Book Week and Christmas have been helpful.

The enthusiastic response and participation of all the members have made these Saturday morning Book Breakfasts an inspiration and pleasure to school librarians and a tradition throughout seventeen years.

LIBRARIANS NEEDED

There is a decided shortage of librarians today in California as well as in all other parts of the country. Libraries should be the best instrument for spreading knowledge of world conditions and problems. However, most libraries at present are working short staffed and scarcely able to keep up with current specific demands without the time necessary for discussion and advice concerning books for study and enlightenment.

The high schools and colleges can assist in easing the situation in the years ahead by directing the attention of young people to librarianship as a career. The present demand is due to increase rather than decrease in the next few years. The State Library, Sacramento 9, California, is always ready to give information about the preparation for library positions and the possibilities and conditions of employment.

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COUNSELOR DISCUSSES VETERANS' DESIRES IN OCCUPATION TRAINING

The economic factor is rarely a primary consideration in veterans' attempts to choose a life-work, according to Alice L. Dement, co-ordinator of Veterans' Education Counseling Services, Los Angeles City Schools.

"Among the older men the most frequent comment is 'I want to get into something I will enjoy doing,'" among the younger veterans, 'I want to find out what I can do best.'

"Jobs from which the greatest numbers have expressed a desire to leave are, strangely enough, among the most secure. But dullness, monotony, and routine tasks are what the men wish to avoid at all costs, even at the expense of starting anew after thirty," she stated.

Obviously the factor of ability level contributes to dissatisfaction on the job, and improper placement is mostly to be blamed for the dissatisfaction. Test scores show that the higher the ability level the greater the need for an occupation providing constant challenge and opportunity for growth and development over an unlimited period of time.

The characteristics that make a job desirable, according to the veterans, are opportunity for advancement to a position of greater responsibility; independence in one's work, an opportunity to show initiative, an opportunity to be creative, variety in activities of the job, and opportunity to move about, Miss Dement said.

JUNIOR COLLEGE ASSN. MEETS IN BAKERSFIELD

Development of a series of junior college workshops in the state during the coming year and the increasing interest in junior colleges were two of the topics discussed at the recent annual state conference of the California Junior College Association in Bakersfield.

Among those attending the conference were F. Melvyn Lawson, assistant superintendent of schools for Sacramento, and Dr. Nicholas Ricciardi, president of Sacramento College.

POLYTECHNIC REGISTRATION

California State Polytechnic College's registration for the winter quarter passed the 2100 mark, with some students still registering, State Superintendent of Education Roy E. Simpson announced.

RED FACES BEING WORN AROUND JOURNAL OFFICE

The "New Look" around *The Western Journal of Education* office is an air of embarrassment worn with a very red face. We can't remember ever having pulled such a boner before. In our

R. E. BOSSHARD
President, California School Trustees

November issue we announced that Mr. R. E. Bosshard of the Alameda City Board of Education was elected president of the California School Trustees

DR. DAVID RUSSELL
President, California School Supervisors

Association for 1948. In January we printed the same news about Dr. David Russell, professor of education and associate director of supervised teaching at the University of California.

We were, as we well knew, right the first time. Dr. Russell is the new president of the California School Supervisors Association, and the error was one of those slips of the typewriter which somehow get by the reporter, the editor, and even the proofreader. After a lengthy post-mortem we put it down to the fact that everyone's mind in January was on another story about the Trustees Association.

The Journal offers its sincere apologies to all concerned, and would also like to thank its readers for the many wires, phone calls, and letters calling our attention to this error.

STEPHENS COLLEGE HAS EVALUATION SESSION

Parents, students and alumnae were represented at a recent evaluation conference at Stephens College.

The conference was designed to help plan the college's future course in the light of experience of the three groups. The first presentation, prepared by a student, sketched the student of 1947-48 in terms of her academic, physical, social and spiritual needs.

A discussion by the parents of a Stephens student, entitled "What do parents expect the college to do for their daughters in 1947-48?" emphasized the type of class and extra-class activities which they believed contributed most fully to individual student development at Stephens.

Current activities of alumnae clubs were described at a later session, stressing opportunities for continued community service on the part of Stephens graduates in their own communities.

A final panel, arranged by the humanities faculty, presented six recent graduates of the college who discussed the value of their experience at Stephens in the light of their present needs and made recommendations for a re-examination of certain aspects of the class and extra-class program with a view to meeting student needs more fully.

The sessions provided a new type of communication between faculty, alumnae and parents, and is expected to motivate a searching review of educational objectives and practices. The program has proved so popular with parents, students and the staff that it is expected to become a regular feature at the college. Interest has also been expressed by other institutions who were represented.

VAUGHN SEIDEL TO HEAD ALAMEDA BOYS CAMPS EDUCATION PROGRAM

Vaughn D. Seidel, County superintendent of schools for Alameda County, has been given the responsibility for the educational program to be set up for the Boys Camps of Alameda County this year.

The camps are being opened and financed by the Youth Authority program, with the objective of providing training for pre-delinquent youths as a preventive to juvenile delinquency.

Superintendent Seidel, who is attending the meeting of the National Association of School Superintendents at Atlantic City, is planning to make several side trips which will include visits to the camps maintained by the cities of Boston, Philadelphia, and New York. These three areas are outstanding in the success of their programs in boys camps for dealing with pre-delinquent youths.

An article by Mr. Seidel on his findings in the eastern camps and the plans for the Alameda County camps will appear in an early issue of the Journal.

POSTWAR DEVELOPMENT OF AVIATION COURSES IN CALIFORNIA SCHOOLS

California schools have begun development of a definite postwar aviation curriculum as a result of the success of the initial program sponsored by the U. S. Department of Education in 1941-42.

Continuing the successful features of the wartime courses, the California State Department of Education, under Superintendent Roy E. Simpson, has added the Bureau of Aviation Education, using part of the legislature's $216,000 1945 allocation. The bureau has inaugurated such features as the program of flight experience, which has become an outstanding contribution to the growth and development of aviation subjects in the secondary schools.

Classes in some schools lapsed after the war, but under the guidance of the State Department of Education, the courses have been reorganized, with emphasis on the part the airplane will play in the peacetime and postwar world.

Value of the courses, in addition to the skills acquired, lies in the increased understanding of the world of tomorrow, according to Major General Fred L. Anderson, assistant chief of staff, personnel headquarters, U. S. Air Forces.

"Education in air power is America's national self-interest down to the grade schools," he stated. "We have been singled out by destiny to be the air-faring people. The air is our new frontier. The more we know about the air, the easier will be our evolution into the great air-age of tomorrow."

NEW SAFETY BULLETIN

A new national education association bulletin "The High School Principal and Safety," will be available soon.

The pamphlet, a companion bulletin to the "Physical Education Instructor and Safety," is designed to assist the principal in initiating a well-balanced, effective program in the school. Several flexible programs are outlined, which can de adapted to the need of any high school.

Copies may be obtained by writing the National Education Association, 1201 Sixteenth St., Washington 6, D. C.

MODERN TEXTS FOR JUNIOR HIGH SCHOOLS

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Book Reviews

From D. C. Heath and Co.

CONQUEST, Book Three, by George W. Norvell and Carol Hovious. (597 pages.) List price, $2.00. For teachers who have wondered if there is not some way to change junior and senior high school students' widespread dislike for literature into liking and understanding, Mr. Norvell and Miss Hovious have edited their third "*Conquest*" volume.

In an effort to avoid the usual anthology failing—that of being a book of selections which are supposed to be popular with boys and girls but in reality fail to satisfy them, the authors went straight to the boys and girls themselves for their selections, asking them which of the choices appealed to them.

Next every selection was put to the critical test of teacher approval also. Only one selection in twelve met both tests. The result is a series with a very high appeal for boys and girls and their teachers.

The study on which "*Conquest*" was based took 12 years of research. It included more than 100,000 students and some 600 teachers. It involved tabulating more than 1,500,000 reports on the selections commonly used for study in junior and senior high schools.

Volume Three, the Heath Company's current offering, is divided into two major parts. In the first part are poetry and prose dealing with Wander Fever, Meeting the Challenge, Exploring in Strange Ways, Living and Working Together, The Satisfaction of Being an Expert, The Humorous Touch, Playing the Game, Exploring the Mysterious and the Supernatural and Heroes of Peace.

Part Two has chapters on motion pictures, the radio and the library, followed by more reading selections, some of them adapted to the mediums mentioned and others to such activities as choral reading.

To help students enjoy and evaluate the selections there are many skillful comments and searching questions. The treatment of the bibliographical notes on the authors is new. These are fresh, lively, miniature "profiles," the result of research as to the kind of facts boys and girls like on authors whose work has aroused their enthusiasm. For example, the year that Christopher Morley was graduated from Haverford meant nothing to them, but his characteristic reason for growing his famous red beard at 50 did.

MOLLY, PETE AND GINGER by Esther Phillips with Paul Witty. (72 pages.) List Price $.40.

DO AND LEARN by Esther Phillips and Paul Witty. (96 pages.) List price $.36.

TEACHERS GUIDE by Paul Witty and Esther Phillips. (129 pages.) List price $.60.

MOLLY, PETE AND GINGER, written by Esther Phillips, teacher in the public schools of Montgomery County, Maryland, with Paul Witty, professor of education at Northwestern University, consists of thirteen stories about two active children and their mischievous puppy. The stories are told in 60 different words, including some two-syllable words. The booklet is beautifully illustrated in full color by Ottilie Foy. The stories concern the simple, everyday happenings that children enjoy most, the activities and incidents connected with home, family, pets and toys—things children find most interesting and absorbing.

The booklet is designed for schools for only one pre-primer is used. Where two pre-primers are desired, it may be used to follow another Heath volume called *Ned and Nancy*. Where the curriculum calls for four pre-primers, the company recommends *Molly, Pete and Ginger* to follow *Ned and Nancy, Bigger and Bigger,* and *Little Lost Dog.*

Do and Learn, the practice book to accompany *Molly, Pete and Ginger,* is organized in five sections with 93 pages of exercises. Prepared by Miss Phillips and Mr. Witty, the exercises are closely correlated with the stories, illustrations and vocabulary of *Molly, Pete and Ginger.* There is a page of practice material for each page of the thirteen stories—about a picnic, a new wagon, kittens, etc.—in the basic book. In addition, frequent review pages and a vocabulary test is included after each of the five sections.

The exercises are short, varied and graduated in difficulty. Exercises in recognizing words as wholes furnish the first step in the developmental plan of word study which is consistently followed throughout the *Reading for Interest* series, the title of the Heath Company group. There are exercises to build sight vocabulary, to clarify and enrich word meaning, to bring out the sequence and relationship of ideas, and to increase comprehension.

(Continued on page 15)

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Workshop Classes Show Ventura County Teachers Latest Techniques

VENTURA COUNTY SCHOOLS WORKSHOP — Shown here are two classes of Ventura County Schools workshop, designed to introduce to teachers in a practical way new curriculum materials which have been developed during the preceding year by committees of teachers. The kindergarten class, at left, is shown during an art period under the supervision of Miss Marcelyn Meyer. The fourth grade students below, with their teacher Mrs. Lula Duncan, are learning a Spanish dance as part of their study of "Early California." In the social studies, according to County Superintendent Dean E. Triggs, three units are usually developed, at the primary, intermediate and upper grade level. The classes are taught by outstanding teachers for two weeks. One hour a day is spent in discussing the teaching in the light of modern educational philosophy. Workshop classes in the afternoon include construction, music and art, where teachers and their classes can make objects, practice songs and dances and learn to do the art processes

suggested in the social studies units. Each year the teachers are asked to evaluate the workshop and give suggestions for making it more effective. As a result of the suggestions and because of large enrollments, several additions have been made. Method classes in reading arithmetic have been added, with the teachers meeting with an instructor in the afternoon to develop lesson plans to be used by the demonstration teachers on the following morning. A kindergarten has been added at the request of teachers at the primary level. A class in guidance is now included, in which teachers analyze the behavior of children and the techniques used by teachers in the demonstration school. Rooms are set up for initiating social studies units which are not being taught in the demonstration school. Discussion leaders help teachers to apply to their own units techniques observed in the training school. Curriculum files are now being made up and suggestions considered for next summer's workshop. This month a questionnaire will be circulated to learn how many teachers will be interested in attending. This year's workshop was attended by 185 teachers and 100 students. The workshop, with a demonstration school as the core, was organized for the first time in the summer of 1944, according to County Superintendent Triggs, and has proved so popular and effective that it has been expanding each year since then.

BOOK REVIEWS

(Continued from page 14)

The *Teachers Guide* for *Molly, Pete and Ginger* is practical and clear. It includes a brief review of the general principles of reading, but its chief emphasis is upon specific procedures for developing every page in the basic book. Related experiences, including suggestions for wide reading, are given at the end of each section. Charts furnish and overview of the procedures in the guide, the exercises in the practice book and vocabulary data.

CLYDE LAWSON RESIGNS: PAUL EHRET ELECTED

(Continued from page 11)

In accepting Superintendent Lawson's resignation the trustees adopted a letter expressing regret at his action.

"The board of trustees is reluctant to accept your resignation, but after having heard your reasons therefor we have accepted it.

"The board feels that the services you have rendered the school system during the past 34 years are faithful and honest and your untiring efforts have been unexcelled.

"Through your cooperation and devotion to duty, progress has been made even during the difficult period in which we have been the last few years.

"Despite severe financial problems and a tremendous increase in population, every pupil in the district is now on a full day program.

"We feel that we are losing a fine officer and friend. You have our best wishes for long and happy life."

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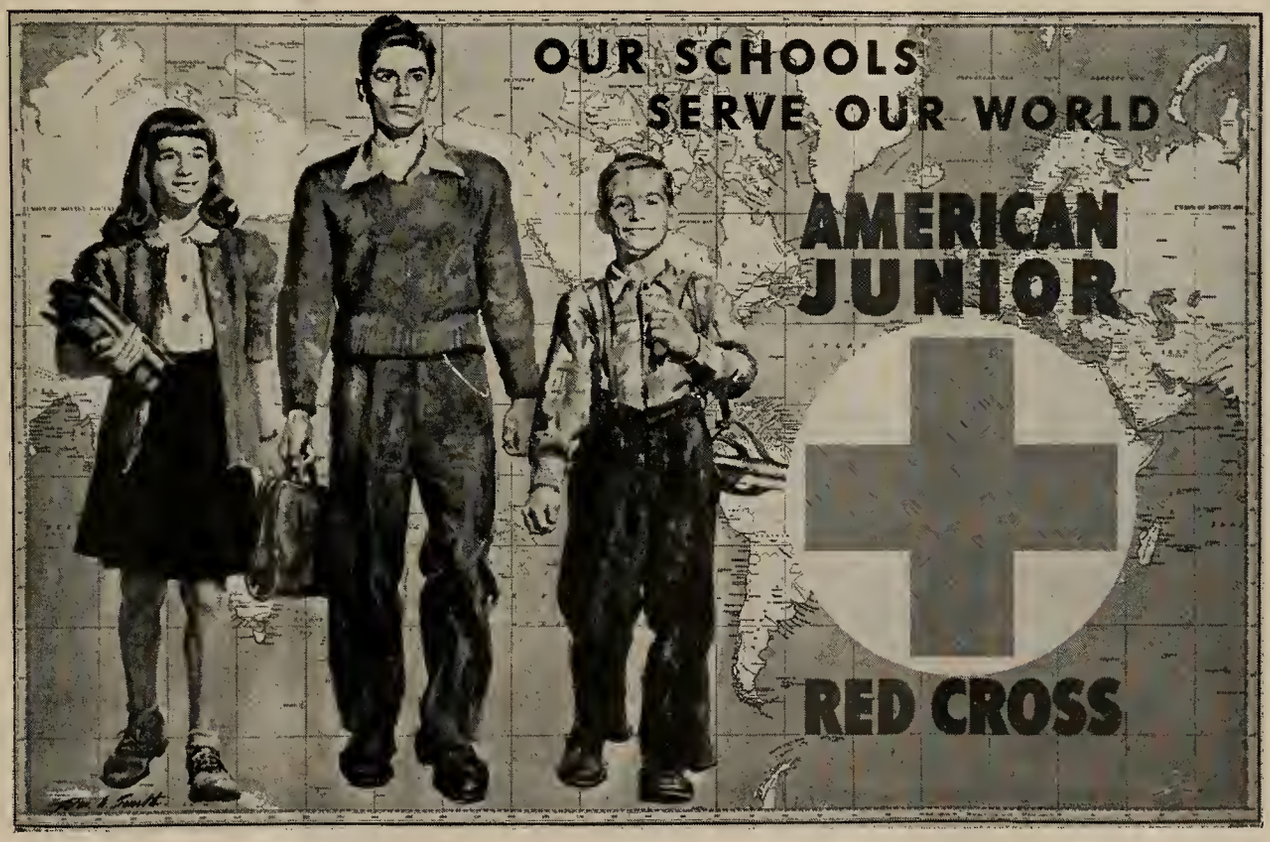

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Jottings of a Traveling Bookman

By
W. M. CULP

SCHOOL ADMINISTRATORS ASSOCIATION MEETS IN ATLANTIC CITY

The Seventy-Fourth Annual Convention of The American Association of School Administrators held this past February in Atlantic City, New Jersey, proved to be a meeting of more power and significance than any of recent years.

The convention theme "The Expanding Role of Education in This Contracting World," was presented by the President Dr. Herold C. Hunt and the executive committee of the association in many stirring general sessions and discussion groups.

Rarely has there been in any educational meeting in this country more fervor and more heed to the basic problems of education in the United States as it affects our relationships with other peoples and nations. With the end of World War II three years past and with no real peace in sight but with a fission of peoples into two diametrically opposite ideological philosophies, the part of the American educator in this dilemma was seen to be one of no small proportions. Education is the biggest single business in the United States and the administrators were called upon to act with this in mind.

Dr. Herold C. Hunt, as president of the association officiating as chairman of many of the meetings, distinguished himself with the clarity and eloquence of his remarks. Chicago was proud of its superintendent of schools and had sent some seventy-five of the city's personnel to this meeting in whose numbers were assistant superintendents, supervisors, principals, and teachers.

They were outnumbered only by the attendance of members of the New York City school system of whom about ninety were in attendance.

The large attendance of members of the first and second largest school systems in the country is of more than usual significance, because in the not too distant past these systems were sufficient unto themselves and the rest of the country was supposed to have little to offer them or they were supposed to have little to offer to the rest of the United States.

Weather Cooperates

Atlantic City as usual outdid itself in welcoming the convention members. Superintendent Floyd A. Potter of the Atlantic City Schools, his assistants, principals, and teachers were ever in active co-operation to make the meeting pleasant and eventful.

The weather was most co-operative in that it ran the gamut of climatic conditions. There was a snowstorm of four or more inches that a driving wind drifted on side streets and on the famous board walk. The sun came out, the board walk was cleared by it, and the snow plows, and the brisk ocean winds of the Atlantic made a pleasure of strolling from hotels to the Convention Hall. The seagulls were present in great numbers and hovered in clouds over the roiled boiling surf. Then, there was rain to melt the snow.

Attendance Hits 12,000

It was estimated that some 12,000 educators and friends of education attended this meeting. Around 400 speakers were on the program of the American Association of School Administrators and several hundred more spoke at the sessions of 12 allied groups and twenty other organizations that met during this same period in Atlantic City in the Convention Hall and in the various hotels along the board walk.

To a person from the Far West it was noticeable that all of the speakers on the general sessions were those from the Eastern and Mid-continent area. Group sessions included members of the education profession from the Pacific Coast. Of breakfasts, luncheons, and dinners there were ninety-four, enough to keep the inner man satisfied to a certain degree with more than enough of mental pabula.

Musical Entertainment

This meeting was distinguished by various organizations presenting musical programs and by the contribution of Atlantic City and its surrounding area in this field. Delightful were the organ programs by Lois Miller, organist, Atlantic City Auditorium, in both the Ballroom and Arena Auditorium. The Montclair College Choir from the New Jersey State Teachers College, Upper Montclair, N. J., was heard in a beautiful series of songs under the direction of Dr. Carl F. Mueller, Conductor. From Pittsburgh, Pennsylvania, came the Westinghouse Male Chorus with Robert O. Barkley, Director; Rudolf Hanke, accompanist and soloist; and Alice Long, soprano soloist. Director Barkley, also, is Director of Music of the Wilkinsburg, Pennsylvania, Public Schools.

From Boston came the Boston University Chorus under the direction of Director Professor Warren S. Freeman and Assistant Director Kenneth Welch. As soloist they presented Betty Jane Smith.

In the public school field the presentation of the Atlantic County Elementary School Chorus and the Atlantic City High School Glee and Chorus Clubs under the direction of Peter W. Dykema, Professor Emeritus of Music Education, Columbia University, as guest conductor was an event. When one considers that the various groups trained by their various instructors had just been brought together

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
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that afternoon for a joint rehearsal, the work of the 1000 elementary boys and girls and 250 high school boys and girls was of unusual brilliance.

The giving of *Dona Nobis Pacem* had great beauty. The outstanding musical event of the week was that of Fred Waring and his Pennsylvanians on a program given by the Associated Exhibitors. At this meeting The American Education Award was presented by R. E. Stewart, President of the Associated Exhibitors to Paul G. Hoffman, President of the Studebaker Corporation.

Congressman Speaks

Of the many outstanding addresses at this convention and one of the most provocative and enlightening was that of the Honorable Walter H. Judd, M.D., Member of Congress from Minnesota. His subject was "America's Expanding International Role." In a brilliant exposition he made the dilemma of the United States in assuming a place of prominence in world affairs manifestly clear. If we venture all and win, all will be well, but if we venture and lose leaving ourselves bankrupt in the process, we are deliberately committing suicide for the American Way of Life.

Dr. Judd outlines five criteria which he believes must be met before the Marshall Plan can prove successful. They were

"1. No matter how much we put in the ERP, it cannot succeed unless the 16 nations in Europe are willing to make a far more vigorous and aggressive attack upon their own economic problems than most of them have been willing to make up to present.

"2. Asia must be kept free too, because if Asia is lost to the Soviets, we will lose ultimately in Europe also.

"3. In addition to vigorous collective effort by the European countries and prompt action to save the Far East, we must get an organization to administer the program that can and will do it on a hard-headed, business-like basis.

"4. We must be willing to put in enough to win.

"5. At best the program buys time—holds back the dictatorship world to give the free world time in which to get organized on a better, sounder basis."

Educational Pioneering

In like vein T. V. Smith, Professor of Philosophy, University of Chicago, in his speech on "Home Lessons from Educational Adventuring Abroad" showed the tremendous responsibility laid upon our educators of pioneering in a field in which they had had no training among nationalities with tens of hundreds of years of living behind them. Eloquently, he presented the facts of three lessons—that of the poverty of power, that of the power of poverty, and the last that patience is our best alchemist, which were the essence of those things learned by trying by cultural efforts to consolidate military gains.

Expanding Role of Education

To Dr. Paul B. Jacobson, Dean, School of Education, University of Oregon, Eugene, Oregon, member 1948 Yearbook Commission, was given the privilege of addressing the Fifth General Session on "Education in a Democracy"—Presentation of the 1948 Yearbook, "The Expanding Role of Education." In brief, Dr. Jacobsen outlined the contents of this work, which calls for adequate school facilities for young children, a concomitant of which are adequate plant and competent teachers.

The treatise calls for extension of high school facilities for all who can and will profit from attendance. It was stated the basic reason why almost 80 per cent of boys and girls from 14 to 17 are not in high school is that they cannot afford to attend. Higher education must be made available to all who can profit by it. Physical and mental health programs, modern aids to learning, and better pre-service teacher preparation are of the things to be obtained. Work experience must be articulated to the school program. Finally, the American people must foot the bill. The present educational expenditure of three billions must be expanded to eight billions.

The Yearbook proposes to teach young people both the advantages and shortcomings of our society, so that through orderly processes the shortcomings can be remedied.

Westerners on Program

Among the westerners on the program were such persons as A. John Bartky, Dean, School of Education, Stanford University, California. He took part in the panel discussion on the Implications of the Armed Services Program. Lyle Stewart, Assistant Superintendent of Schools, Seattle, was also one of the interrogators on the program "The Superintendent of Schools and the Improvement of Instruction."

Will C. Crawford, Superintendent of Schools, San Diego, was chairman of the group discussing "The Superintendent's Role in Intergroup Education." John A. Sexson, Superintendent of Schools of Pasadena, appeared on the program having to do with the problem of "The Superintendent Shares with Teachers and Others in Planning Programs and Policies." Vierling Kersey, Superintendent of Schools, Los Angeles, was chairman of the group discussing "Problems Ahead in the Vocational Program." The presentation of this subject was made by William R. Odell, Superintendent of Schools, Oakland, California. Dr. Odell was also chairman of the meeting on "Issues in Federal Aid Legislation." Dr. Kersey, in addition, was on the panel discussing "The Place of Written Examinations in the Selection of Teachers" with such superintendents as Abel A. Hanson of Elizabeth, N. J., Herbert C. Clish of San Francisco, Claude V. Courtier of Cincinnati, William Jansen of New York, and William H. Lemmel of Baltimore.

Further, he was on the program discussing "Educational Possibilities of Radio" with such prominent educators as William B. Levenson, Assistant Superintendent of Schools of Cleveland, John S. Herron, Superintendent of Schools of Newark, and Virgil Rogers, Superintendent of Schools of Battle Creek, Michigan.

Herbert C. Clish, Superintendent of Schools of San Francisco, was much in evidence. He was chairman of the meeting considering "Serving the Needs of Atypical Children." He took part in the discussions of two sessions—one having as its topic "The Place of the Written Examination in the Selection of Teachers," the other on the subject "Relating Teacher Salaries to Competence."

Paul Hanna, Professor of Education, Stanford, was an interrogator on the program that had as its subject "Education for All American Children." Bruce A. Findlay, Assistant Superintendent of Schools, Los Angeles, appeared on the panel discussing "Visual Aids to Teaching." His topic was "The New Look" in Education.

Andrew P. Hill, Superintendent of Schools of Stockton, California, appeared at the session that considered "Emerging Issues in Secondary Education." Lloyd N. Morrisett, Professor of Education, University of California, Los Angeles, was an

(Continued on page 6)

Western School News

Edited by MORRIS WAGNER

STANFORD REPORTS ON 18-MONTH STUDY OF CLASSROOM MATERIALS

New techniques and applications for the use of potentially valuable current materials are described in Stanford University School of Education's report on an 18-month experiment in the field.

Entitled "Better Teaching Through the Use of Current Materials" the booklet covers four general phases: the purpose and nature of the study, current materials in the classroom, classroom tactics and an evaluation of the project.

Participants in the study included Frank B. Lindsay, assistant superintendent of public instruction and chief of the Division of Secondary Education of the California State Department of Education (who originated the survey); L. B. White and M. E. Mushlitz, assistant chiefs of the Division of Secondary Education, and F. W. Noel, chief of the Division of Audio-Visual Aids. The state officials worked with the Stanford School of Education under the direction of Professors Lucien Kinney and Reginald Bell.

The use of current materials in the past has been generally haphazard, and insufficient emphasis was given the importance of their use in giving pupils better understanding of how the events of yesterday and today relate to him and the subject he is studying, the educators concluded in their preliminary survey.

Experimental Study

To develop a report which would show teachers the scope and value of materials available, in what specific ways they may be used and concrete results which may be expected, the group launched an experimental study. Customary procedures were often reversed, with current materials becoming the basic text while textbooks became collateral reading.

The results of the first semester of the experiment indicated greatly increased student interest in English, social studies, and science, the three fields in which the techniques were applied. They also made it clear that pupils in classes centered on current materials do at least as well as pupils in orthodox classes in texts based on the standard curriculum.

Through Dr. Lindsay's efforts a wide variety of schools throughout the state were brought into the experiment. Thirty-six teachers are now engaged in it, and 2,013 students in 72 classes had taken part in the study.

Following the first semester, the teachers formed the California Council on Improvement of Education, a voluntary organization to carry on the study. Professors Kinney and Bell and the state officials visited the classes, and the teachers met at several regional conferences and exchanged information through frequent newsletters and reports.

Classroom Techniques

The report describes some typical classroom techniques for use of current materials and states that in all three subjects—science, English and social studies—the current materials aroused unusual interest, aided the students to develop clear thinking habits, and taught them to think critically about their place in today's world. The science teachers pointed out that science is moving so fast today that use of current materials in conjunction with textbooks is practically the only feasible way to keep classes up-to-date.

The teachers reported the techniques resulted in pupils becoming more careful in speech habits, more balanced in opinions, more critical of themselves and others in regard to content of statements, good points and absurdities, and gave the group the incentive to prepare their studies more carefully.

One source of difficulty during the first semester was the difficulty of choosing from the tremendous variety of current material available. There was also a tendency to adapt the classroom work to the material, rather than selecting the material to fit the course. After the teachers and pupils had gained additional experience in adapting and selecting the materials, however, these difficulties were largely overcome.

Comparison of Students

A comparison of the students of experimental and conventional classes indicated the students in the new courses learned more and were able to make scores at least as high as those of other students on standard curriculum tests. In addition the abilities for analysis and critical thinking were greatly improved in the experimental group.

Teachers found their disciplinary problems ceased to be an important concern and coercive assignments became less necessary.

Copies of the report may be obtained by writing the Stanford University School of Education.

CALIFORNIA SHOWS HUGE INCREASE IN ADOPTION OF AUDIO VISUAL TEACHING

Use of audio-visual education in California schools has more than tripled during the past two years, State Superintendent of Public Instruction Roy E. Simpson reported.

Fewer than 20 cities and counties in the state offered the audio-visual services two years ago. Today more than 66 cities and counties have instructors who devote from 25 to 100 per cent of their time to the instruction.

Thirty-two counties have full-time audio-visual education directors; five maintain persons devoting 75 per cent of their time in the field; 4 have instructors who devote 50 per cent of their time to the method, and five more have teachers who spend 25 per cent of their time in the work. Twelve counties still have no audio-visual instruction.

In addition to the county work, 22 city school departments have full-time audio-visual instructors and 28 city school departments and unified school districts maintain persons who devote from 25 to 100 per cent of their time to the instruction method.

CHIEF SCHOOL OFFICERS OUTLINE STEPS TOWARD EDUCATION IMPROVEMENT

Six steps toward the improvement of educational programs in rural areas were outlined at the recent conference of the National Council of Chief State School Officers, at which State Superintendent Roy E. Simpson and Dr. Ralph R. Fields represented California.

Conclusions of the conference, Superintendent Simpson reported, are:

1. Sound school district organization is of great importance in achieving improvement of educational programs in rural areas.

2. Adequate state financial aid to school districts is equally essential, and problems

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SCHOOL ADMINISTRATORS ASSOCIATION MEETING IN ATLANTIC CITY

(Continued from page 4)

interrogator on the program on "The Pros and Cons of Universal Military Training."

Among the speakers from the West in the meetings of the Allied Organization were such men as David H. Russell of the University of California who took part in the discussion on "Research in Reading" in the meeting of the American Educational Research Association. In other meetings of this organization May V. Seagoe, University of California, took part in the discussion on "Research in Learning" and Harry Smallenburg, Los Angeles County Schools, was at the meeting that had as its subject "The Organized Background of Research."

The Department of Elementary School Principals had two westerners on its program Paul R. Hanna, Professor of Education, Stanford University and J. Calvin Lauderbach, District Superintendent of Schools, Chula Vista, California. The session's topic was "What Makes a Good Elementary School—From the Standpoint of Supervision?" Superintendent Lauderbach was also on the program considering "Education of Rural Leaders."

The National Association of Secondary School Principals had four Californians on their agenda. In the Junior High School Section, with the subject "The Pupil Personnel Program" a paper on "The Scope and Function of the Personnel Program" was read by Harold B. Brooks, Principal, George Washington Junior High School, Long Beach, California; Secretary, California Association of Secondary School Administrators.

In the Senior High School section in the program on "The Curriculum for Tomorrow" the discussion was lead by Robert S. Hicks, District Superintendent, El Monte Union High School, El Monte, California, President, California Association of Secondary School Administrators.

In the Junior College section, discussing "The Function of the Junior College in the School Program," "The Terminal Education Program in the Junior College" was the subject of George E. Dotson, Director, Long Beach City College, Long Beach, and at the same session "Evaluating the 6-4-4 Plan" was presented by John W. Harbeson, Principal, Pasadena City College.

Pearl Wanamaker Attends

The Washington State Department of Education was well represented by Mrs. Pearl Wanamaker, State Superintendent of Schools, Olympia, Washington, who appeared on a panel with John Bracken, Superintendent of Schools, Clayton, Missouri, with a presentation of the subject "The Administrator's Role in Planning for the Education of Young Children." The California State Teachers' Organization was represented by Arthur F. Corey, Executive Secretary who was one of the interrogators of the panel, discussing "The Superintendent and Effective Public Relations."

Exhibits

The exhibit this year at the AASA Meeting was one of the best ever put on in the twenty-two years of its handling by the Associated Exhibitors; 90,000 square feet of floor space was filled with exhibits from nearly 300 firms and organizations whose materials and activities were classified into about 100 groups. It was a colorful exhibit and assembled in it were the most complete showings of school equipment, classroom tools and teaching aids that could be found at one time or place. The cost of the exhibits themselves ran into the millions of dollars.

As usual, some 95 book companies held the lead in exhibitors in any one field, and many new books were presented here for the first time.

Of Far West Exhibitors there were two. The California Test Bureau, Los Angeles, California, presented its Tests and Measurement materials with four western representatives on hand—Dr. Willis W. Clark and Mrs. Ethel M. Clark, Warren M. Hook, and Dr. Ernest W. Tiegs, head of its Editorial Department. The Harr Wagner Publishing Company of San Francisco had an exhibit presided over by W. M. Culp.

Other western bookmen present at the booths of their companies included John Beers of Macmillan, Pacific Coast Manager; Bernard Hemp of Allyn and Bacon, Pacific Coast Manager; A. K. Allen of Houghton Mifflin, Pacific Coast Manager, who was accompanied by Ray Done, Houghton Mifflin representative in the Northwest; Donald MacGregor, American Book Company representative in Southern California and Arizona held forth at the large American Book Company exhibit; Laidlaw Bros. was represented from the West by William Laidlaw. Also, in prominence at the Laidlaw booth was Richard E. Laidlaw, well known to all Western school people, who is now head of the New York office, and John Laidlaw, head of the home office, Chicago.

Reporting Techniques

One of the most interesting side-lights of this meeting was as to how reports of

(Continued on page 15)

NEW HORIZONS IN TEACHING
Suggestions we hope you will find helpful and interesting

Conservation education

The subject is so vast that the following guides to projects and source material may be welcome

Successful projects to step up real interest for conservation study among elementary and high school students can be: "Let's Have a Plant Growing Race; Let's Make an Aquarium; Let's Build a Garden; Let's Build a Schoolroom Greenhouse; Let's Make a Rock Collection; Let's Make a Nature Trail; Let's Keep a Daily Weather Chart; Let's Build a Terrarium; Let's Have a 'What is it?' Club."

Source material in conservation education can be had from federal and state, as well as private groups. A partial list follows:

Federal Agencies: U. S. Office of Education; National Park Service; U.S. Forest Service; Soils Conservation Service, *all in Washington, D. C.*

State Agencies: Departments of Education, *esp. Wis., W. Va., Tenn., Fla., Ga., Calif., Penn., Okla., Mich., Ohio, Ind., Iowa, and Mo.*; Depts. of Conservation; Depts. and Colleges of Agric.

Private Groups: Am. Forestry Assoc., *17th St., Wash., D. C.*; Natl. Audubon Soc., *5th Ave., N. Y.*; Am. Ornithologists' Union, Pres. *Hoyes Lloyd, Mariposa Dr., Ottawa, Can.*; Izaak Walton League of Am., *31 N. State, Chicago, Ill.*, Natl. Wildlife Fed., *20 Spruce, Boston, Mass.*; Friends of the Land, *Columbus, Ohio.*

This information comes from the Ohio Div. of Conservation and Natural Resources, State Dept. of Education. **If further interested,** write Ollie E. Fink, Exec. Sec., Friends of the Land, 1368 N. High St., Columbus, Ohio.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for complete chewing satisfaction.

AMERICAN JUNIOR RED CROSS

By Eva D. Edwards

Twenty million children in the United States are members of the Junior Red Cross, this school year of 1947-48.

The organization is international. Practically every nation on earth has its own Junior Red Cross Society. There are no barriers of race, color, creed, or any other condition. Membership ranges from first grade through high school.

The pledge of these Juniors is: "We believe in service for others, for our country, our community, and our schools; in health of mind and body to fit us for greater service; and for better human relations throughout the world. We have joined the American Junior Red Cross to help achieve its aims by working together with members everywhere in our own and other lands."

The activities of the Junior Red Cross are planned to strengthen every part of a school program. When rightly presented and handled very little extra work is entailed for teachers or administrators because of this organization. It presents valuable motivation for the normal program. Even the business of membership and "roll call" can be comfortably allocated to older students.

Until 1919 the primary purpose of the National Red Cross Societies was to care for the sick and the wounded and prisoners of war. The purposes of the International Red Cross are not only that but to maintain and utilize in times of peace the enthusiasm and devotion displayed during the war in the relief of human suffering. This voluntary arm of the Government has for years done wonderful work in disaster relief—fire, flood, famine, and earthquake, service by land, air and sea.

Small wonder that during World War I children of the schools everywhere were drawn to this interest in Service. They knitted sweaters and scarves, they made scrap books for army hospitals, they aided the American Red Cross in so many ways that they naturally began organizing in groups for better efficiency.

Australia and Canada led at first in this fine movement, then the United States, and soon there came about a grand cooperation and fellowship between the children of many nations.

In the beginning a 25-cent membership fee was assumed, and thus was founded a fund with which to work. With this rapidly growing treasury, homes and playgrounds were established in France and Belgium, war orphans were adopted and world-wide friendships were made. Thus came about wonderfully interesting correspondences between our children and those of other lands.

Came the Armistice. Educators who had watched the growth of the spirit of service had no desire to close these newly opened windows through which their pupils were looking out upon the world. The accumulated membership fund was made to be a National Children's Fund and in 1919 this was drawn upon to finance a greater program for the relief of many of the countries of Europe devastated by the war. This naturally carried an educational value for the givers as well as the receivers. Summer and winter colonies for the sick and undernourished, children's hospitals, surgical care for crippled children, food stations, day nurseries, education and placement of orphans, libraries, vocational schools—and with all this came a vision of the laying of a foundation for improved international understandings and relationships. Children are, if allowed to be, sufficiently free from prejudice to receive training to this end. Must we ever have to work under excitement and pressure to bring out the instinct of fellowship?

EVA D. EDWARDS

So, the Junior Red Cross became international.

World War II found a new generation of teachers and children easily organized to carry on. Again the contact with children of other lands; again the renewed enthusiasm for service, greatly stimulated by sympathy and understanding of young

(Continued on page 15)

EVA D. EDWARDS NOW IN THIRD CAREER

Eva D. Edwards, author of the article on this page, has been trying to retire since before the war, but 1948 finds her as hard at work as ever.

Retiring from the position of principal of the Claremont Elementary School, Claremont, California, at the beginning of the war, she prepared for a life of leisure, but that plan has never been realized. First she reluctantly answered an SOS requesting her to do a few months of classroom teaching. Immediately afterward she began an entirely new career, traveling through the Pacific Coast states as a reading specialist for the John C. Winston Company. Traveling during the war was far from luxurious or easy, but Miss Edwards had been through the first World War as close to the front lines as she could get, and had been twice around the world. She had also taken a freighter jaunt down the Mississippi and through the Caribbean, so was well equipped to hold her own during the difficult journeying of the war years.

After "retiring" again at the end of the recent war, she now finds herself deeply involved in Junior Red Cross work—a continuation of the interest she developed in this work during her teaching years. In her present Red Cross service she is coordinating the work of six towns, all branches of the Corona chapter.

Miss Edwards started her career as teacher and principal of the Covina schools, where most of the citizens of the town at one time or another came under her guiding hand. She has had experience in both rural and city school supervision as well as serving as an elementary principal. She had the honor of being the first president of the California Rural Supervisors' Association, elected while she was supervisor of the desert area of San Bernardino County—an adventure in itself.

Miss Edwards is the author of two books—"Haruko, Child of Japan," and "Ling Ling, Child of China," Co-author of the latter book is Madame Sung Sze-ai, whom she met in China, and with whom she is planning a new writing venture.

WESTERN SCHOOL NEWS

(Continued from page 5)

of adequate state aid and sound district organization must be considered together.

3. Public understanding of the needs of rural areas and programs that can assist them in improving education practice must be developed by state departments of education in cooperation with state, federal, and local agencies concerned with public health, welfare, recreation, conservation, planning, labor, agriculture, housing and other public interests.

4. Community organization for the purpose of improving educational practice in rural areas would engage professional education organizations, parent organizations, women's clubs, service clubs, farm organizations, chambers of commerce, and others in joint efforts.

5. Legislative committees concerned with education should be kept thoroughly informed of needs and projected programs of improvement in rural areas.

6. In-service educational opportunities should be made readily available to all rural teachers.

The conference was financed by the W. K. Kellogg Foundation.

CALIFORNIA PREPARES TO OPEN SPECIAL CLASSES FOR MENTALLY RETARDED

The California County Schools Office has begun a survey to discover the number of children in each school district with I.Q.'s of less than 80, in preparation for the program of special classes to be begun this year.

Under Education Code sections 9801-9808 additional state funds will soon be available for the education of mentally-retarded children. While the State Department of Education has not yet defined the I.Q. range of students to be included in the special groups, the 80 I.Q. has been selected as the score generally recognized as the upper limit of the group characterized as mentally retarded.

The new code sections define mentally retarded children as those of compulsory school age who, because of retarded intellectual development, as determined by individual psychological examination, are incapable of being educated profitably and efficiently through ordinary classroom instruction but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted.

Districts with 15 or more mentally retarded children are required to set up special classes or special training schools for them. In districts with less than 15 such pupils it is responsibility of the county superintendent to provide special classes.

Teachers of the mentally retarded are required to have a general elementary credential plus six units of special education as prescribed by the State Department of Education. San Francisco State College will offer courses during the spring and summer sessions which will qualify teachers for the special credential.

Teachers interested in preparing for this work may list their names with Mary Lou Nissen of the County Schools Office. The State Department of Education urges all principals to try to develop within their staffs persons capable of teaching the special groups.

Further information about the program may be obtained by interested teachers and principals by writing Miss Nissen, County Schools Office, in care of the State Department of Education.

FASCINATING, FACTUAL ADVENTURES

IN NATURAL SCIENCE—GEOGRAPHY

Written by the Author-Traveler JOHN Y. BEATY for grades 5 to 8

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Two boys, Dan and Jim, explore a mountain in Glacier National Park and learn how a mountain is made, its worth to man, and how through the centuries it wears away. They learn about glaciers, rock formations, plant, and animal life. Cloth, 240 pages. 71 illustrations and colored end sheets.

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The story of Bob and Bill on a boat trip down a typical river. It pictures plant and animal life and the river's geographical characteristics. Facts about conservation, dams, boats, bridges, and the basic learnings about inland waterways. Comprehensive index. Cloth, 256 pages. 79 illustrations and colored end sheets.

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Library News

Edited by MABEL R. GILLIS, State Librarian

THE REGIONAL BRANCH LIBRARY

By John D. Henderson, *Librarian, Los Angeles County Public Library*

The Cynic's Calendar tells us "The more waist, the less speed." The purpose of this article is to present a "case study" of overexpansion as experienced by the Los Angeles County Public Library and to describe how more speed—and service—were achieved by administrative "slenderizing" or, if you will, less waist.

In devoting our attention and energies in the early years to reaching readers by establishing far-flung branches and stations throughout the County, we found, after a time, that in some areas we were actually overreaching. By this I mean that the accumulation of administrative detail at Central built up concurrently with the growth in the number of branches. This increasingly absorbed time which should have been given to field supervision, instruction of branch personnel and community contacts.

We were able to set up service outlets and to reach the readers but that was not enough; we could not follow through with professional service. This condition was most critical in the Antelope Valley. Adjustment was required of the organizational structure and operational procedures through which we served our readers in the Valley. This involved streamlining at one point—Central—and building up at another, within the Valley itself. In short the regional library in the Antelope Valley was established to solve through decentralization a condition of overextension.

Following a brief description of the Antelope Valley and the service before and after the adoption of the regional program, the organizational and administrative features growing out of the plan will be presented. Their application to the rest of the area served by the Los Angeles County Public Library will then be discussed.

Situation Requiring Regional Branch

Los Angeles County covers 4,083 square miles with an estimated population of 3,800,000. There are 45 incorporated cities in the County. The County Public Library serves 22 of these cities, with a population of 356,666, and the 694,142 persons residing in the unincorporated area, a total of 1,050,808. In this service area there are 152 distributing points ranging in size from book collections of 200-300 volumes to the largest with a stock of 16,000 volumes.

Almost half (47 per cent) of the County is mountainous. Cutting diagonally across the northern third of the County from the northwest to southeast is the Sierra Madre Mountain Range. All of the cities are on the coastal plane south of these mountains—in an area of slightly more than 1,200 square miles. The great influx of population, now estimated at 21,000 per month, is largely in this part of the County.

Antelope Valley

North of the mountains is the Antelope Valley, a natural geographic unit of approximately 1,300 square miles forming the southwestern part of the Mojave Desert. According to the most recent estimate the population is 16,000. The largest community is Lancaster with 4,500 inhabitants, the next in size being Palmdale with a population of 1,700. With these exceptions the Valley is sparsely settled; there are seven post offices and a number of small centers. The Valley is definitely rural with all of the features and qualities characterizing an agricultural region. The development of farms and ranches is spotty owing to the condition of the soil and the scarcity of water. Despite this there are many prosperous farms in the Valley; a large number of the residents are college graduates and there are numerous cultural interests and activities.

The Valley's history is rather typical, having first been settled by homesteaders in the 1870's and 1880's, and later as a result of exploitation there was an influx of families responding to the luring advertising of subdividers and colonizers. Many of the attempts at colonization failed. The families that stayed on survived the hardships of dry seasons and pioneer conditions.

During the harvest season there is a great influx of migrant farm workers and their families. While these people are in the Valley for only a limited time and many of the adults do no reading at all, most of the children make good use of the branches.

In regard to library service and other governmental services the Valley presents a very special problem. The largest community center, Lancaster, is 72 miles from Los Angeles, the county seat, and some of the service outlets of the County Public Library are more than 100 miles distant.

Before the adoption of the regional plan these service outlets in the Valley were served and supervised from the County Public Library headquarters in Los Angeles. Books were sent directly from Central to each community branch in the Valley. Supervision was limited to annual or semi-annual inspections of one or two people from Central. These trips required a long enough stay to check through the book collections at each branch, to put shelves and files in order, check supplies, to review procedures and policies with the branch assistants and to bring the work up to standard and into line. The growing evidence of the inefficiency of this long range supervision was reflected in the community's feeling of neglect and dissatisfaction as well as the concern at Central over the remoteness of the Valley outlets.

Out of this situation grew a realization of the need for decentralization and in 1929 the organizing of the Antelope Valley Branches was undertaken on a regional basis. The salient facts leading to this decision were that the Antelope Valley is: 1. A natural geographic unit; 2. It is some distance from Los Angeles; 3. Lancaster is the business center of the Valley; 4. The reading interests were sufficiently general to be taken care of by a substantial local book stock with monthly exchanges from Central, and supplementary request and reference service.

Regional Plan

From the standpoint of organization, the regional plan set up a second level of administrative authority between Central and the service outlets in the area. It is an outgrowth of overextension and it is a recognition of the fact that adequate supervision from one center over all community agencies in a widespread and complex area is impracticable.

Through the decentralization of administration the regional plan brings supervisory and policy controls to a head within a limited area and it focuses all procedure

and service at the sub-center or regional branch with only exceptional matters and special problems clearing at Central.

Relation to Community Branches

Under the new plan personnel and book collection at the Lancaster Regional Branch were augmented; the hours of service were gradually increased from 33 to 60 weekly. A large stock of books was installed as a reservoir for all of the agencies in the Valley from which they would be supplied with fresh titles and from which most of their requests would be filled. Residents of the Valley, particularly the adults, were encouraged to use the Lancaster Branch as well as their own local agency.

With the adoption of the regional plan, the professional work for the Valley was placed under the direction of a Grade III Librarian who serves as regional supervisor. This position calls for graduation from an accredited library school and three years of professional experience, some of which must have been in an administrative capacity. The Supervisor conducts the training program for the personnel at the service outlets. These people are recruited locally; they are paid on an hourly basis.

Increased Circulation

There was an increase in circulation of 20,000 or 40 per cent in the year immediately following the establishment of the regional unit. With closer supervision of first-rate professional caliber on the ground, as it were, the book collections in each community became more responsive to the reading interests of adults and children. Requests were handled with more dispatch, mistakes in procedure were fewer, and policy was better understood and followed.

The Supervisor spends a good part of her time in the field, leaving an assistant in charge of the Lancaster Branch. Another Library Assistant was recently added to the regional staff. She carries on field work specializing in children's story hours and library instruction.

Regional supervision calls for exceptional leadership and personal qualities. The Supervisor must be identified with the region and whole-heartedly devoted to its inhabitants, and to providing them with library service of a high quality.

Systematic supervision by the Regional Librarian is essential in this service where so much of the work with the public must be carried on by untrained personnel. Instruction and supervision is a year round activity.

In addition to the visits to agencies every six weeks, for which the Supervisor is allowed mileage, meetings of branch and station assistants are held from time to time at Lancaster. On these occasions books are reviewed, policies explained and instruction given in the use of forms as well as in routine matters. Once each year there is a special program at Lancaster attended by a group from Central. At the last meeting each Central Division Chief discussed the work for which she was responsible. While these meetings require much planning and outside time, they are exceedingly worthwhile for the clarifying of procedures, explanation of policy, discussion of books and authors and the unfailing enthusiasm which is generated by the programs.

All regular shipments are sent to Lancaster for redistribution to the Valley outlets. The number of books at Lancaster in round figures is 8,000 while there is a total of 12,000 in other branches and stations in the Valley. Reference and title requests which cannot be handled at Lancaster are forwarded to Central. The replies to these are sent directly to the branches and stations. In cases where the book is not to remain in the Valley collection, it is returned directly to Central.

Some further details of procedure may be worth noting at this point. Records are kept at Central and at Lancaster of books charged to the Valley agencies. At Central there is a union location file for all non-fiction books charged to the 152 branches and stations throughout the County Public Library system. The 17 Valley outlets are all designated "Antelope Valley" for this record since all recalls and regular charges clear through Lancaster where the breakdown of charges by branches is maintained.

The branch charge file at Central for the Valley agencies is a consolidated file—all charges being made to the Antelope Valley Regional Branch. In other words the Valley branches and stations merge into one unit and lose their identity as far as Central records are concerned — an effective bit of streamlining.

In cases where a book is wanted at Central that has been sent to the Antelope Valley, the request goes to Lancaster where the branch or station charge for the book will be found in their location file. However, because of the extra steps and time involved, books are seldom recalled by Central from the Valley, it being a matter of policy to not disturb the book stock there except in unusual cases. This is not to say that the book collection is static. Books that have served their purpose there are returned to Central by the Regional Supervisor. The returns about equal the outgoing shipments averaging 600 monthly.

Book Collection

The book collection is a general well-rounded stock of titles. Although much of the special request work is for teachers and pupils a great deal is done for the general reader. With agriculture the chief economic activity there are many requests for material on soil conservation, dairying, water supply, adobe construction, home building and furnishing. Books and pamphlets on poultry raising are in great demand. There are many artists in the Valley; frequent requests are filled for books on oil and water color painting, drawing, sketching and block printing. There is an active interest in music and the theater with programs sponsored by local groups. From time to time local artists exhibit their paintings in the library. The branch Supervisor has spoken before Women's Clubs, P.T.A. groups, the various music, art and civic organizations, and is in close touch with the cultural life of the area.

Housing

With four exceptions, the branches and stations in the Antelope Valley are located in schools. This is quite necessary for reasons of economy, since we cannot pay rent at each of the centers. The housing of these agencies is still a serious problem.

Several schools have consolidated; many of them are crowded, the book collections in some cases have been put in basements, supply rooms, anterooms. Many are poorly lighted and in a very limited sense offer the features of what is suggested by a community branch library. The circumstances of housing together with the problems of staffing and maintaining schedules at the branches and stations, have accentuated the need for local supervision and have more than suggested that a bookmobile would be ideal for the Valley.

Economy Policy

A policy of economy is enforced by the County Public Library because of budget limitations. An appropriation of 70c per

(Continued on page 15)

Book Reviews

From the World Book Co.

LANGUAGE FOR DAILY USE by Mildred A. Dawson and Jonnie Mashburn Miller. List prices: Grade 3, $1.40; Grade 4, $1.48; Grade 5, $1.52; Grade 6, $1.56.

This new series, prepared by experienced educators, ably achieves the goal of teaching English in a practical, useful, understandable, and interesting manner.

Beginning with the third grade volume, the series avoids the dullness of pure theory in which the young student is unable to apply his knowledge and often sees little use for it. Yet the books teach proper spoken and written English, impressing the rules on the students more effectively than the traditional English text.

The technique is one of motivation through the use of everyday examples. As each rule is expounded samples of its use are given in a form the young reader can appreciate and in which he can take interest.

For instance, in the third grade volume, the use of capital letters is illustrated with a bulletin board notice with seven errors (some in capitalization and some in other subjects previously covered). The exercise takes the form of a fascinating puzzle for the class to solve, while the lesson to be taught "teaches itself."

The functional applications take the form of letter-writing, conversation, story telling and reports on activities in which the class has been interested. These approaches are carefully graded upward in reader interest through the series, with the result that at no time is the pupil faced with a book or example which appears childish to him. On the other hand the examples, while becoming more complicated in subject matter, never lose track of their basic purpose—the teaching of English grammar for daily use, and the rules embodied in them are constantly presented at a level the child can understand.

The books are illustrated in both black-and-white and color pictures prepared by skillful artists used to appealing to young minds. The illustrators include Mary Barton, Jean Busby, Lawrence T. Dresser, Mary Coates Highsmith, Carl H. Bender, E. Joseph Dreany, Theodore C. Ewen, Walter Beach Humphrey, Harry Lees, Revere F. Wistehuff, Robert Doremus, and Jay Landau.

Teachers' manuals and workbooks are also available. Prices are Grade 3, $1.40; Grade 4, $1.48; Grade 5, $1.52 and Grade 6, $1.56. The workbooks follow the books, but are not dependent on them. They may be used in any modern course.

The teaching pattern in general consists of four rules. First, teach skills when they function in perfecting the major techniques; second, use the positive approach of correct model and example; third, provide immediate practice; fourth, provide immediate application in a functional setting.

Dr. Dawson is executive secretary and past president of the National Council of Teachers of English. She is at present director of elementary education of the Kingston, New York, public schools. Mrs. Miller is principal of an elementary school in Knoxville, Tennessee.

MATHEMATICS FOR THE CONSUMER by Raleigh Schorling, John R. Clark and Francis G. Lankford, Jr., (438 pages.)

This book provides a new course in mathematics. It adds to the usual math-

(Continued on page 12)

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by Samuel Steinberg and Daniel C. Knowlton

For Junior High School Classes, a brand new community civics text which develops an understanding of how government affects our daily lives. The significant, well-balanced content is constantly related to the experiences of typical boys and girls. Written in simple, graphic language, this text stresses the function rather than the structure of government. It emphasizes the ideals of good citizenship through concrete examples. An annotated copy of the Constitution is included. Numerous interesting illustrations.

D. C. Heath and Company

182 Second Street, San Francisco 5, Calif.

BOOK REVIEWS

(Continued from page 11)

ematics curriculum, a study of mathematics as it is applied to daily living—an approach of value to all students and particularly to those in whom mathematics in the abstract does not arouse sufficient interest.

The family's main problems are those of food and shelter—which must be taken care of before money can be allotted to other things. Sensible budgeting is an essential step toward getting the most from each dollar of income. Budgeting introduces the problems of the advisability and the cost of borrowing and installment buying. These lead to the problems of thrift and the wise investment of time, thought, and money.

A knowledge of how to read and interpret statistical data is a great help in choosing and following a vocation successfully as well as in making wise investments and stretching one's income.

All these topics require some understanding of the simple records, forms, and accounts commonly used in stores and shops. Further, most consumers should know something of insurance and the reasons for and forms of taxation.

These subjects are the ones with which this book is concerned. The publishers propose them as the basis for an elective course in consumer mathematics, designed to round out the present mathematics program and give it a broad functional application.

The course is also recommended for high school students with low computational skills. The recent war brought out the fact that many high school graduates were deficient in simple arithmetic. Some schools sought to correct this deficiency by "refresher courses." The pupils need practical number experiences through which the real meaning and need for mathematics can be brought home to them, and this book provides the basis for such teaching with the aid of material of adult interest.

The book contains numerous illustrations including photographs, drawings, and graphs and charts, demonstrating the material covered in the chapters.

Mr. Schorling is head of the department of mathematics at University High School and professor of education at the University of Michigan. Mr. Clark is professor of education at Teachers College, Columbia University. Mr. Lankford is associate professor of education at the University of Virginia and was formerly mathematics supervisor and director of instruction for Albemarle County, Virginia.

From D. C. Heath and Company

MAKERS OF THE AMERICAS by Marion Lansing. (468 pages.) List price, $2.00.

This book is designed to give fifth and sixth grade children a clear picture of their own history in relation to the history of all the Americas. Its eleven units help to develop an understanding of the broad sweep of history through the Western Hemisphere. Exploration and discovery are treated from a continental standpoint rather than from that of the United States alone, and the story of our own country is supplemented by stories of parallel developments in other parts of America.

The story is that of people and their activities rather than of government or national rivalries. The events chosen for inclusion are those most frequently listed in a wide and typical selection of state and city courses in American history for grades five and six. The stories of explorers and settlers are so vividly told that it becomes easy for children to understand how geographic and climatic conditions influenced the success or failure of their efforts.

The author has been very successful in building the American story around the interests and activities of outstanding individuals. The young student can see the historical figure as an actual human being and can much better understand their relationship to the period in which they lived and to the people with whom they worked. There is no overcrowding of events and no lifeless listing of historical events.

Study helps are numerous, practical, and of absorbing interest to children. Each unit is followed by three pages of activities, including titles such as Talking Together, Interesting Things to Try, Let's Read, Special Skills, and Quiz Yourself. There are 103 color illustrations and 106 in black and white. Frederick Trench Chapman, the illustrator, is well-known for his work in the field of juvenile books.

Miss Lansing is already known as a writer of juvenile trade books highly recommended by the American Library Association and other organizations concerned with children's reading.

W. Linwood Chase, educational consultant for "Makers of America," is professor of education at the Boston University School of Education. He is best known as an authority on elementary education and child development, and is now president of the National Council for Social Studies.

Allen Nivens, general consultant for the History on the March series, is DeWitt Clinton professor of American history at Columbia University. He has also been Harmsworth professor in the University of Oxford and has held the Sir George Watson Chair of American history, literature and institutions at the University of London. He is the author of many historical works and has twice received the Pulitzer prize for biography.

A. E. BULLOCK NAMED TO BOARD OF ASSOCIATION

Albert E. Bullock, principal of Los Angeles' Metropolitan High School, has been named to the board of directors of the Association of Secondary School administrators.

Mr. Bullock will represent the Council of Continuation Education on the board. The Association of Adult Education Administrators has had a representative on the board for several years.

L. E. ARMSTRONG RETIRES AFTER 36 YEARS SERVICE

L. E. Armstrong, Pacific Coast Manager for the American Book Company, retired recently after 36 years' service with the organization.

Mr. Armstrong entered the employ of the company in 1911, taking over their Southern California territory. In 1922 he was transferred to San Francisco as Pacific Coast Manager.

He is a charter member of the California Bookman's Association.

Harry L. Kaiser, member of the executive committee of the CBA, was appointed to the post vacated by the retirement of Mr. Armstrong.

ADULT EDUCATION BUREAU AIDS IN FEDERAL SURVEY

The California Bureau of Adult Education is participating in a federal survey to obtain basic data on amounts and kinds of adult education being carried on by public schools in this country.

The basic data are largely lacking in the U. S. Office of Education except in vocation fields, the bureau reported.

CALIFORNIA TEACHERS' ASSOCIATION REVIEWS 85 YEARS PROGRESS

By Dr. Lionel de Silva

Executive Secretary, Southern Section, California Teachers Association

Backed by an 85-year record of professional accomplishment, the California Teachers Association, with 43,000 members, today stands unchallenged in a position of educational leadership in California.

Since 1863 the CTA has led the way. It has blazed a trail toward better teaching conditions and professional advancement. Throughout the years it has provided the initiative, the leadership, and in many cases the money needed to improve and protect public education. It has been instrumental in unifying the educational forces of the state and in placing California schools in the national forefront.

Thanks to the California Teachers Association and its long-range legislative program, teachers of California now enjoy professional stature and teaching conditions unequaled in most states. California schools, from kindergarten through junior college, now receive substantial support from State funds as a result of CTA-sponsored measures.

Teachers' salaries are better than ever before. There's a minimum of $2400 a year now; and last year most California teachers got a $600 a year raise. That came about from the CTA's constitutional amendment—No. 3, and legislation which followed.

California teachers enjoy the protection of tenure and continuing contracts. The retirement system, one of the best in the country, permits a teacher now beginning service to retire after 30 years, at the age of 63, at half average salary, not to exceed $2500 a year. The CTA is responsible for that, for every state teachers retirement bill which has become law originated with the California Teachers Association.

Sabbatical leaves with pay and generous sick leaves are the right of California teachers. They came about through action of the CTA. The sick leave law now entitles a teacher to ten days absence a year, cumulative to 40-days.

As a result of the sound initiative and legislative policies of the CTA, California schools now are better financed than ever before. Written into the constitution is a provision that schools shall have first call upon the revenues of the state; and written into the constitution also is the provision for payment of $120 of state money each year for each pupil in average daily attendance. Both provisions were sponsored by the CTA.

To the teacher and the profession the California Teachers Association offers increasing service. The CTA Placement Bureau continues to place members in suitable positions on a non-profit basis. Under the expanded services program, three new departments have been established for the convenience and assistance of members. They are the legal, research, and field service-public relations departments. Trained specialists are available to give help in those fields.

The California Teachers Association, as the only state-wide professional organization of its kind in the educational field, has earned and continues to merit its position of leadership.

URGES MORE TEACHERS TO STUDY SPEECH CORRECTION

The Bureau of Correction of Speech Defects, California Department of Education, last month urged that classroom teachers enroll in summer-session or in-service courses in speech improvement techniques and corrective methods.

The bureau is carrying on a campaign to acquaint school administrators and classroom teachers in various parts of the state with the common speech problems encountered in classrooms, to give information on preventive measures and to demonstrate a few testing and corrective methods.

Emphasis of the campaign is on calling to the attention of the administrators and teachers the number of children with defective speech enrolled in public schools and illustrating the importance of the part played by the schools in developing good speech habits and correcting speech handicaps.

PRINCIPALS' CREDENTIAL REQUIREMENT CLARIFIED

If a school district has more than five teachers on its pay roll, the principal must hold an administration credential as well as a teaching credential on the level of the school to be administered, the California State Department of Education ruled last month.

In its letter clarifying the policy the state department said the ruling would apply if the district had five full-time teachers and one part-time teacher.

VETERINARIANS MEET AT POLYTECHNIC COLLEGE

The sixth annual conference of the California State Veterinary Medical Association was held on the campus of the California State Polytechnic College from January 5 to 7.

ARKANSAS HIGH SCHOOL PIONEERS COORDINATED SCHOOL HEALTH PROGRAM

By Catherine M. Vineyard

As one of three pilot schools in the State of Arkansas to develop a program of coordination between health and the physical education program, the Helena-West Helena High School is conducting many phases of the new program this year.

An unusual opportunity for investigation by a trained clinician and suggestions for improvements was given children of the school district recently when Miss Marguerite Schmelter, director of the Junior League Speech Correction School in Little Rock, conducted a speech clinic. During the day Miss Schmelter interviewed 38 children with speech defects of various types, and held consultations with their parents and teachers on suggested treatments for overcoming these defects.

Miss Schmelter is a graduate of the University of Wisconsin in speech pathology and has done advanced work at Northwestern University and Wisconsin University. During the war she was on the staff of the hearing clinic at Borden General Hospital in Chickasha, Oklahoma, one of the three Army hearing centers in the United States. The past summer Miss Schmelter was on the staff of the Aphasis Clinics and Cleft Palate Clinics.

Guy Berry, who heads the Division of Special Education of the State Department of Education, which was organized by Act 412 of the 1947 session of the General Assembly of Arkansas acted as consultant.

Mr. Berry and Miss Schmelter are booked for other speech clinics, of which this was the first, in various Arkansas cities each Saturday of January and February.

Miss Bobsie Ferguson, principal of the Helena-West Helena High School and Vocational Guidance Counsellor, planned the speech clinic. Teachers in the system

recommended pupils who had speech defects. In private consultations Miss Ferguson explained to each child the nature of the clinic and the importance to the pupil of attending. She requested that the teacher and one parent accompany each child for his interview. In cases where the child was at ease, other teachers were allowed to audit the interview, thus gaining valuable training.

In many instances Miss Schmelter recommended training by parents and teachers to overcome the speech difficulty. Special exercise sheets were provided that would give the child drill in the specific sound blends in which he was deficient. Children with more serious speech defects were given recommendations for remedial work or for further observation.

The Junior League Speech Correction School, which has brought Miss Schmelter to Arkansas, was established in September, 1947. It is supported largely by contributions to the annual horse show sponsored by the Junior League.

Among the 75 students enrolled in the school are children and adults from various cities in Arkansas, with the majority from Pulaski County. They attend classes for two thirty-minute periods twice a week. Among these are stutterers, cleft lip and palate cases, aphasics, hard-of-hearing individuals, and cerebral palsy cases, as well as those who lisp and have infantile speech.

As a further phase of the coordinated program between health and physical education, the Helena-West Helena High School departments of those two programs have checked the hearing and sight of each child and checked and re-checked weight and growth charts.

In cooperation with the state department of health, 114 boys and girls voluntarily took the blood test to determine the presence of syphilis. While this is a small number, it represents a definite start in a program of education through which cases will be located early in life.

ELDRIDGE McSWAIN TO HEAD PARENT-TEACHER LEADERSHIP PROGRAM

Eldridge T. McSwain, professor of educational administration and director of the summer session at Northwestern University, has been appointed to direct a three-year program in parent-teacher leadership under joint sponsorship of the National Congress of Parents and Teachers and the university.

The program will begin full operation with the start of the next academic year, Sept. 1, 1948.

The program, which will make Northwestern a center of education and research in the field of home and school relationships, is being implemented by a grant of $25,000 from the National Congress, of which Mrs. L. W. Hughes is president. The three-year course of study and research will be a part of the regular, year-'round curriculum of the school of education. Its aim will be to make students in the field of education more familiar with present-day organization of the home-school movement, its projects and activities, and its implications for today and tomorrow.

"Never was there a greater need for closer understanding between the home and the school than in this postwar period," Mr. McSwain said, "nor was there ever a greater need for intelligent lay leadership in education. It is essential for parents and teachers to understand the aims of both, and to work together more closely for the best interests of children."

Mr. McSwain described several areas in which the program will be especially vital: helping teachers to become more familiar with the purposes and goals of the Congress; establishing precedents in parent-teacher relationships which other colleges and universities can follow; and the preparation of materials to aid both teachers and parents in their knowledge of child development.

It is intended to set up workshops at Northwestern to which personnel from other higher institutions, from state and local organizations, and from parent-teacher groups may come for intensive training in the techniques of home-school relationships and for general background in the whole field of child development.

Mr. McSwain came to Northwestern in 1935 after serving as a high school principal and superintendent of schools in South Carolina and North Carolina. He has been president of three educational associations and the Northwestern University chapter of the American Association of University Professors. He received the M.A. and Ed.D. degrees at Teachers College of Columbia University in 1928 and 1935 respectively, and is the author of numerous articles for professional journals in the education field, and for the official magazine of the National Congress. Mr. McSwain's research interests have been primarily in the realms of elementary education, child development, and public school administration.

VOCATIONAL GUIDANCE BOOKLET OFFERED TO HIGH SCHOOLS BY NAM

A fresh approach to the subject of vocational guidance, "Your Future Is What You Make It," prepared with the assistance of personnel executives, school administrators and teachers throughout the country, has just been published by the National Association of Manufacturers.

Vocational "case histories" of young men and women, and photographs which trace the steps a typical high school student takes in his search for the right job, are features of the 32-page booklet which includes down-to-earth hints and techniques in choosing a vocation, preparing for it, getting a job and advancing in it.

As a check list, the booklet presents 150 major occupations, pointing out that while there are approximately 18,000 different ways of earning a living, about three-fourths of all American workers are employed in the 150 occupations listed.

Walter D. Fuller, president of the Curtis Publishing Company and chairman of the NAM Committee on Cooperation with Community Leaders, declared that many businessmen agree that not enough is done to help boys and girls who are coming out of school to find the kind of job that best suits their abilities and inclinations. "This new and different kind of booklet is written for the high school student to help him or her," Mr. Fuller said.

Before it was released generally, the booklet was tested in several high schools. Typical of comments received was this one from Ronald C. Doll, Supervisor of Guidance for West Orange, N. J., schools:

"The material is so helpful and so appropriately put that the pupils are reading the pamphlet in spare moments. Today I saw a group of 15 or 20 reading it voluntarily during a lunch period."

The booklet is distributed without cost to schools requesting it for use of their students.

SCHOOL ADMINISTRATORS ASSOCIATION MEETING

(Continued from page 6)

the 151 meetings scheduled were secured for the National Association of Secretaries of State Teachers Organizations.

The Convention Hall Committee was under the direction of Miss Mary Ferguson, Primary Supervisor for the Atlantic City Schools. On her committee were principals, supervisors, teachers and retired teachers of Atlantic City and of the surrounding area.

The duty of these committee members was to be present half an hour before meeting time at each meeting place, greet the speakers, see that everything was in order for the presentation of the program.

Notes were made on attendance, vacant chairs if any, with a summary of the high lights of the speeches ending with comments on their significance. .

New York Delegation

New York City had one of the largest delegations of any one place in attendance at the Atlantic City meeting of the American Association of School Administrators. Dr. William Jansen, superintendent of schools of New York City, assigned each of the some 85 members of the school system to attend one of the important sessions of the convention.

These people are later to make their reports available for use in the New York City system.

Among those present were Dr. and Mrs. William Jansen, Dr. John E. Wade, Superintendent Emeritus of New York City, Board of Education Commissioners, Maximilian Moss of the Borough of Brooklyn, and George A. Timone of the Borough of Manhattan; Associate Superintendents, Dr. Stephen F. Bayne and Miss Regina C. M. Burke; Morris Blodnich, principal of junior high school P.S. 73, Brooklyn, President of the New York City Principals' Club; Miss Anna E. Lawson, principal of junior high school P.S. 81, Manhattan; Mrs. Eudora Fletcher, principal of P.S. 99, Brooklyn; Myron Goldin, principal of junior high school P.S. 109, Brooklyn; Miss Dora Bleich, assistant principal of junior high school, P.S. 120, Manhattan; and Dr. Arthur Hughson, principal of junior high school P.S. 259, Brooklyn, assigned to the Board of Education on Special Assignment heading up work on the new Arithmetic Course of Study Work and the new Social Studies Program.

REGIONAL BRANCH LIBRARY PROGRAM

(Continued from page 10)

capita is too small to cover more than the barest minimum of overhead expenditures. For this reason the hours of service of these 17 agencies must be extremely limited. In nine cases service is available only one day a week and then for a limited number of hours, usually three. Two service outlets are open two days a week; one each three, four and five days a week and three branches, Palmdale, Littlerock, and the regional headquarters at Lancaster, are open six days a week. With the main shopping center at Lancaster, many of the adult patrons depend on the Regional headquarters for their library service, while the children make heaviest use of the local stations located in schools. The teachers and principals are thoroughly cooperative in providing such space as can be spared for the library and in scheduling class visits as well as in allowing time for the children's story hour.

The Antelope Valley Regional plan may be called a corrective to overextension. From the standpoint of organization the 17 agencies function as outlets of a subcenter which is in turn controlled, directed and served from Central, making possible closer local supervision and speedier service.

From the Antelope Valley experience, as a service operation, the administrative features of decentralization are evident.

Policy Developed

Out of this experience of serving a natural geographic region some distance from Central have developed administrative principles and features applicable to other parts of the county or to other counties where conditions are readily adaptable to decentralization. The administrative and service features of the regional plan are summarized as follows: (1) supervision of branches more direct and more frequent; (2) closer contact with branch personnel with expedited training program; (3) close contact with the reading public; (4) intimate knowledge of each community and over-all conditions; (5) speedy reference and request service from regional centers; (6) less duplication of reference material at branches; (7) active book collections at each branch with frequent exchanges within the region; (8) accentuated children's program with regular story hours and library instruction; (9) prompt adjustment as changes are necessitated by local conditions.

Regional Branch Library Problems

Featured in Regional Service is the spread of administrative costs over a large area, thus reducing overhead expenses on each local unit served: 1. By a pooling and consolidation of resources a more effective over-all service is possible; 2. Uniformity in policy; i.e., circulation rules, registration rules, charges for overdue and lost books; 3. Uniformity in service, strong reference facilities, and thoroughly professional reference service including research, up-to-date comprehensive book collection, competent professional staff, sufficient number of service outlets, and hours open commensurate with community needs.

In summary I should say that our planning is entirely within the framework of our present policy and organization. The degree of decentralization in the several centers will not necessarily be uniform. The number of outlets to be supervised, the size of the book collections and the number of people to be served will vary. Areas will change with the growth of new population centers, the construction of freeways, the further decentralization of industry and the mutations of jurisdictional boundaries.

Flexibility of organization is fundamental in a complex area if standards of service are to be persistently and rigidly met.

The regional branch is an integral unit in large area service; it is an administrative refinement that is needed when headquarters gets out of touch with the service outlets in the field—when completely centralized administration has passed its optimum efficiency. This is neither a question of measurement nor of formula; it is a matter which the individual administrator will have to decide.

THE JUNIOR RED CROSS PROGRAM IN SCHOOLS

(Continued from page 7)

people whose homes were almost all being touched by the war. The interest turned naturally to Service Hospitals, countless afghans, ash trays, canes, etc., for the patients. Later this enthusiasm again turned to the needs of the children of devastated lands everywhere. Wrecked schools in the Pacific Islands have been restored by the help of "teacher kits" and bales of

textbooks cleaned, sorted, looked over, and packed by the young folks of the Juniors. Gift boxes by the thousands, carefully packed, were sent where most needed. Layettes for home and foreign distribution were made by the older girls of junior high and high school. This work came in as a natural part of the Homemaking Course.

Now a word concerning peacetime projects. Health habits, water safety, first aid training, are all parts of the plan. These come under *fitness for service,* which in itself is good citizenship. This spring a campaign is being carried on in the interests of Guidance of Teachers in Presenting Safety Instruction. The first group of material sent out is on the level and needs of children of first, second, and third grades; concerning the child's knowledge of his own name, address, telephone number, etc. The child is being taught to be a good pedestrian. The next group has to do with bicycle riding, signals, etc. A new set of instructions on other topics will be in the hands of the teachers each month. This last group is for grades four, five and six. The instruction for junior high and high schools is coming out later and must be used by trained instructors. Superintendents and principals everywhere are taking this up very hopefully.

All administrative expenses are taken over by the parent Red Cross. It is most desirable that the Junior Red Cross Chairman in each town attend the Red Cross Board Meetings and thus keep in touch with all phases of the work.

There are no set dues or membership fees. Individual membership comes through giving evidence of active interest and signing the membership roll. For 50c per room of elementary school and $1.00 per hundred students of high school the magazines come each month to each class—*The American Junior Red Cross News* to the elementary, and *The American Junior Red Cross Journal,* to the high school. These contributions are voluntary and all are encouraged to earn personally their contributions. These magazines not only feature Red Cross activities but world news and stories of children and youth of other lands.

The underlying principle of this great organization is

I SERVE.

PRINCIPALS' MEETING PLANNED FOR INLAND EMPIRE CONVENTION

A regional conference for all elementary school principals in Idaho, Montana, Oregon, Utah and Washington will be held during the Inland Empire Convention in Spokane April 7-9.

The conference is being planned by Laura E. Kellar of Vanport, Oregon, and Lester J. Nielson of Salt Lake City, Utah, at the request of the executive committee of the National Education Association's department of elementary school principals.

Conference speakers will include Willard Goslin, superintendent of schools for Minneapolis and president of the American Association of School Administrators, and Eva G. Pinkston, executive secretary of the National Education Association's department of elementary school principals.

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Elementary Administrators Meet

Library News

Book Reviews

ROBERT S. HICKS
President, California Association of Secondary School Administrators

CARL LUNDBERG
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April, 1948

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Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater State support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.

The dues of California Teachers Association are $6 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association, which deserves the support of everyone interested in a good public education program in California.

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ERWIN A. DANN
Principal, Fresno Senior High School
Fresno

State Executive Secretary
ARTHUR F. COREY
391 Sutter Street
San Francisco 8

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Jottings of a Traveling Bookman

By
W. M. CULP

SOME COMMENTS ON POLITICAL PHILOSOPHY

George E. Sokolsky, in one of his syndicated columns of some weeks ago, made some remarks that were so pertinent to Americanism and education that policy-making educators in every position, large or small could use them to advantage in furthering the American way of life which has been so successful in making our nation what it is today.

He was speaking of the political philosophy of the past twenty years or more in which the governing powers used the old device of divide the public mind and rule. Mr. Sokolsky decried this maneuver of dividing the American people into the national groups from which they sprang, of inciting the poor against the rich, of the black against the white, of the gentile against the Jew, of the city against the country, of the worker against his hirer, of gaining allegiance of these diverse and opposite forces, and thus ruling for so many years.

Mr. Sokolsky asked "What has become of the idea that America is the Melting Pot into which the many nations that make up our people become as one, with all their common good antecedents molded into what we called Americanism with equality, freedom, and liberty for all."

He called for public education to re-emphasize the fact that all of us are Americans, citizens of the United States, and not splinter parties that owe allegiance to the lands from which our fathers originally came. He deplored the fact that leaders of minority parties were set up to lead these minor groups as minor groups and not as members of a United Nation.

Indeed, there has been too much publicity in recent years of schisms and not enough of the oneness of the American Way of Life, he said.

Prejudice Exaggerated

In fact, there are tremendous sections of our country that have no prejudices of creed, race, or color and it is only the fanfare of the press, stage, screen, and platform that has fanned these issues up and made them disintegrating factors. To this end the educator can do more to create unity by pounding upon the fact that we are first of all Americans and that the Melting Pot is still a real operational method of creating The American Way of Life.

STAFF PROBLEMS

The staffing of the schools of the United States with teachers continues to be the administrators' headache.

It is said some 150,000 new teachers are needed within the immediate several years. Only a few thousand of these are in training in the teacher-training institutions of the country.

The schools this year have just begun to face the influx of the war babies. The next four years will see a tremendous growth of the need for teachers in the kindergarten and the first three grades. Already superintendents are scouring the nation for applicants for these lower grades, while on their desks are applications by the dozens and hundreds for positions in the junior and senior high schools and mostly for social study and English positions.

Few and far between are applications for the lower grades and for such positions as those of domestic science, the vocational subjects, and physical training.

With the rise of salaries in metropolitan centers and their suburbs these schools will raid the lesser paid communities for their better teachers and thus make continuously worse education in the poorer sections of the country. In fact, the great trek of teachers in the past three years has been from the mid-continent area to the eastern and western coasts.

The increasing adoption of the single-salary schedule has not accelerated the tendency of young trainees to prepare for lower grade work. The trend, in fact, has been to accentuate preparation for upper grade work. The feeling that junior high and senior high teachers are superior to those in the elementary grades still holds with great numbers of those preparing to enter the teaching profession.

TAFT BILL

As this is written it is increasingly evident that Congress is likely to pass this session the Taft Bill of $300,000,000 of Federal Aid for schools throughout the several states.

In the debate on the subject Senator Taft emphasized that the current bill setting a $50 minimum for the education of each child and providing funds for each state guaranteed "complete state and local autonomy." Senator Taft compared the minimum provided in his bill with the current average for the country of $125.

He said that it would merely cover the Government obligation not to let any child be condemned to a life of poverty for lack of schooling. He stressed that each state must spend two per cent of its income on education to get Federal Aid, and must raise that amount to 2.5 per cent or receive a reduced Federal contribution.

Thus, the accepted idea of several advanced educational states of taking the

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
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money from where it is and of placing it where the children are is likely to become a national policy.

WHERE TO GET TEACHERS

In a "Report to the Profession" the National Education Association has some very definite ideas of how the 500,000 new teachers needed in the next ten years should be secured and trained.

With some 100,000 teachers now on emergency or sub-standard credentials the association calls for the elimination of this situation. It warns against the recruiting of inferior persons for the teaching profession.

It calls for the recruiting of boys and girls from the high schools by advice of the counseling departments. It advises that only those that rank among the highest one-fourth of the high school enrollment in scholarship, personality and character should be advised to become teachers.

The association wants salary increases coupled with enhanced professional standards adopted on a national basis. Salaries of from $2,400 minimum to $6,000 maximum already provided in some communities were recommended to be the national standard.

The report also called for a minimum of four years' college training for each teacher.

As Benjamin Fine of the *New York Times* sums the report up its six most significant features are the following.

1. Teacher-preparing institutions should admit only those students who give evidence of outstanding personality, ability, character and scholarship.
2. State Departments of Education should license teachers on standards agreed upon with the organized teaching profession and representatives of the public.
3. Twenty-five pupils should be the maximum number enrolled in any class or grade taught by one teacher.
4. The teacher should be safe-guarded by adequate provisions for tenure, sick leave, and retirement provisions.
5. School buildings, equipment, supplies, and instructional materials adapted to effective professional teaching are essential.
6. Active, democratic participation of teachers in the development of school policy, including matters of administration and supervision is necessary.

GRAMMAR TEACHING

For more than two decades our modern educators have been having words over the teaching of grammar as grammar in the public schools.

There is a school that does not believe that grammar as a subject should be presented as such in the first six grades, and even decry its use except as usage in the higher grades. Those cities that have employed this approach have not found wholesale acceptance of their ideas.

In cities where no grammar is taught as such in the first six years the junior high school teachers have been generally up in arms, but in most cases to no avail, because the program has been sponsored by the higher executive educational officers, curriculum experts, and exponents of the training institutions.

These English teachers aver that they have to start from the beginning as the pupils have no concepts at all of grammar terminology or even of the significance of construction. The language teachers are opposed to it even more because a foreign language generally has been taught from the grammar approach.

At the present moment New York State educators and the administration of the City of New York public schools are in disagreement as to the value of grammar teaching in the public schools.

Warren W. Knox, director of the Division of Secondary Education of the State Department of Education of New York has this to say "Educators and laymen, particularly those who employ the graduates of our schools, believe that greater emphasis on the teaching of the fundamentals of the English language would improve both the oral and written expression of those who graduate from the secondary schools. There seems to be a general agreement that a knowledge of grammar will be helpful in establishing maintaining habits of correct usage. In this connection it may be said that the creation of habits of correct expression without some understanding of grammatical principles as a basis for the rationalization of correct usage is educationally unsound."

Functional Grammar

This point of view is contrary to that of a special committee of the New York Board of Education organized to appraise the teaching of English, who have urged that grammar instruction in the city's schools be "functional," as opposed to the requirements of the state syllabus that the "formal" rules of the subject be taught.

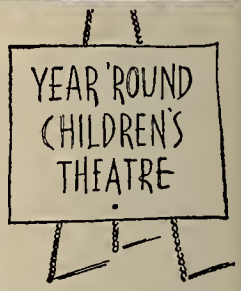
Miss Margaret A. Nolan, secretary of this committee, presents the conclusions of this committee as the results of a study of a special examination prepared by the State Education Department and given last spring to 4,695 sixth-term pupils in twelve academic high schools.

These schools were chosen to "represent a cross section of the city's high school population, ranging from one with serious social, economic and educational problems

(Continued on page 14)

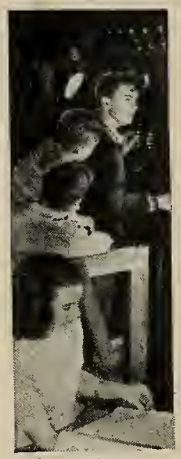
NEW HORIZONS IN TEACHING
Suggestions we hope you will find helpful and interesting

Purposeful fun for all — a tip from Palo Alto



Making most of children's natural flair for dramatics, the Children's Theatre of Palo Alto, California, is found very successful for ages 3 to 16. Especially for older youngsters, it is the "favorite spot" after school and on Saturdays.

Since main benefit is furnishing youngsters with purposeful recreation, you may be interested in Theatre's doings. Though this is municipally supported and housed in own building, you might like a "theatre" and clubroom just at school.


Above, "electrician" and "script girl".

Adult leaders' enjoyment is almost as great as the children's own in the theatre's many aspects like dramatic training, costuming, scenery, make-up, lighting, writing, production.

Movies Palo Alto youngsters made, available to you, are entertaining, inspiring: Nativity in technicolor, "A Little Child", and "Titian, the Child Painter."

If further interested, write Theatre Director, Mrs. Hazel Glaister Robertson, Community Center, Palo Alto, California.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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AC-123

Western School News

Edited by MORRIS WAGNER

WILLIAM S. BRISCOE IS NEW SUPERINTENDENT AT SANTA MONICA

William S. Briscoe, assistant superintendent of schools in Oakland since 1934, has been selected as the new superintendent for Santa Monica.

Mr. Briscoe came to Oakland in 1927 as an elementary principal after having taken his Master's Degree at Stanford University. Prior to entering Stanford he

WILLIAM S. BRISCOE

was for four years high school principal in Idaho.

He received his Bachelor's Degree from the University of Idaho in 1923; his Master's from Stanford in 1927. He has also spent two years in graduate study at the University of California.

Trained in Business Administration and Education, Mr. Briscoe brings to his new job a wealth of experience covering all phases of public education. He has served as an elementary principal, junior high school and senior high school prinicipal, assistant superintendent in charge of instruction, as assistant superintendent in charge of elementary and junior high schools, and for the last two years has been in charge of Oakland's School Building Program.

During World War II he served as a Lieutenant Colonel in the Army, where for two years he was Chief of the Educational Reconditioning Branch of the Office of the Surgeon General. In this capacity it was his responsibility to develop a mental reconditioning program for hospitalized patients.

The scope of his work included both U. S. and overseas installations. Under his direction much of the doctrine for the basic manuals covering convalescent reconditioning were developed.

Mr. Briscoe directed and participated in the writing of the Army Service Force Circulars setting up a program for the reconditioning of amputation cases and of returned American prisoners of war. Both of these bulletins have become standard in medical practice in the Army. Mr. Briscoe was one of two authors of Training Manual 8-290, which set forth the program of the mental reconditioning of patients, and which the Veterans Administration has used in the development of its hospital Special Service and Educational program.

Mr. Briscoe returned from the Army at the request of the Superintendent of Schools and of the Oakland Board of Education to take charge of Oakland's eighteen-million-dollar building program.

During his twenty-one years in Oakland Mr. Briscoe has been active in community and veterans' affairs. He is a Past Commander of Post 5 of the American Legion; a Past President of the Oakland Optimist Club; Director of the Oakland Y.M.C.A. and has served as a Director of the Oakland Community Chest and the Oakland War Chest. He is a member and Past Director of the First Congregational Church of Oakland. For three years he served as Budget Chairman of the Budget Committee of Oakland Community Chest and was for two years on the Council of Social Agencies in Oakland. He is a member of the Yerba Buena Masonic Lodge, the Scottish Rite Consistory and Aahmes Shrine Temple.

In its selection of its new superintendent the Santa Monica Board of Education screened more than sixty applications from all sections of the country—from the Atlantic to the Pacific Coast.

DR. NOLAN D. PULLIAM PROMOTED TO NEW U. S. EDUCATION DEPT. POST

Dr. Nolan D. Pulliam, former Phoenix educator, has been promoted to the position of associate chief of the division of school administration of the U. S. Department of Education.

He will serve as principal aide to another Arizonan, Dr. Edgar Fuller, former president of Gila College, Thatcher, Arizona. Dr. Fuller, who has been named as director-designate of the division, is now commissioner of education for the state of New Hampshire.

Dr. Pulliam recently rejected an offer of appointment as chief of the educational service of the occupation armies in Korea. He resigned as Arizona state superintendent last September to join the U. S. Education office.

IN MEMORIAM

Dr. Rudolph D. Lindquist's sudden death in an automobile accident in Los Angeles last month deprived California of one of its most outstanding and best loved educators. Dr. Lindquist was a native of California, born and brought up in Oakland, where he attended the public schools. He obtained all of his degrees—B.A., M.A. and Ed.D—from the University of California. After an initial teaching period in Elko, Nevada, he returned to California as principal of a Berkeley elementary school, then served as Director of

DR. RUDOLPH D. LINDQUIST

Teacher Training at the University of California, Berkeley. From this position he went to Oakland as Director of Research and later served there as assistant superintendent. He was chosen president of Chico State College, but left this position in six months to accept the directorship at Ohio State University, where he remained for twelve years.

In 1943 Dr. Lindquist returned to California to accept the city superintendency of the Santa Barbara city schools.

KENNOLYN — A UNIQUE SUMMER CAMP

Kennolyn, a unique co-educational summer camp for boys and girls aged 6 to 13, opens June 27 for its six-week annual session near Soquel, California.

The camp is operated by Mr. and Mrs. Max Caldwell, both of whom are well-suited by experience and background to conduct the recreational-educational project. Mr. Caldwell is principal of Bay View School in Santa Cruz and served as an officer in the navy for two years during the war. Mrs. Caldwell is a former drama teacher and supervises dramatics at the camp in addition to other duties. She is the daughter of Mr. E. M. Higginbotham, retired superintendent of the McFarland Schools. The Caldwells are parents of two camp-age children, Kenneth and Carolyn.

The boys and girls have separate sleeping quarters and are segregated according to age, but for the rest of the time they mingle in a natural and beneficial way. The housing consists of army tents with wood floors and rustic log cabins. There are six campers and one counselor in each tent and cabin.

The able administration of the camp includes a dietician to plan meals, an adult counselor for each six campers—each one skilled in specialty—a registered nurse for medical care, and experienced personnel for service functions.

MR. AND MRS. MAX CALDWELL

There is daily swimming in a big private freshwater plunge, cruising and fishing on Monterey Bay on the camp's boat, the *Ida,* horseback riding, dramatics, athletics, craft work, folk dancing, and many other activities.

Further information may be obtained by writing Kennolyn Camp, Box 55, Soquel, California.

Ted Bass, Grossmont High School faculty member, last month was appointed field representative of the California Teachers Association, Southern Section.

Bass was student body director of Sweetwater Union High School and president of the San Diego County Teachers Association.

He succeeds Ralph C. Dills.

UCLA, CTA PRESENT INSTITUTE ON ADULT DELINQUENCY WORK

Six U. C. L. A. departments cooperated in presenting an Institute on Adult Delinquency at the California Teacher's Association headquarters in Los Angeles, April 21, 22 and 23.

University departments of Anthropology, Sociology, Education, Social Welfare and Psychology sponsored the conference jointly with University Extension's Department of Institutes.

Other sponsoring groups included the Los Angeles County Board of Supervisors; the Southern California Society for Mental Hygiene; the California Probation and Parole Association; the Welfare Council of Metropolitan Los Angeles and Correctional Service Associates.

The institute was designed to guide professional workers in the correctional field and to provide information for the lay reader.

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SECONDARY SCHOOL ADMINISTRATORS MEET

The California Association of Secondary School Administrators has reached a membership of nearly 800, Secretary-treasurer Harold B. Brooks announced at the association's recent meeting in San Francisco.

Robert S. Hicks, district superintendent of El Monte Union High School, was elected president of the association for 1948-49. Other new officers who will serve with him include: Willard H. Van Dyke, district superintendent and principal of Tamalpais Union High School, vice president; Harold B. Brooks, principal of George Washington Junior High School, secretary-treasurer; and R. O. Sprague, principal of National City Junior High School, director of Region V.

The association's constitution was amended to provide for directors at large. The first appointment to the new post went to Bruce Kilpatrick, principal of John Marshall Senior High School, Los Angeles. The other director-at-large will be appointed at the association's meeting in Santa Barbara in May.

The association delegates passed several significant resolutions during the meeting. They affirmed their belief in preparedness, but urged Congress to use existing civilian institutions in promoting programs with youth which will result in their improved physical and mental health, scientific knowledge, civic responsibility, and technical skills. They asked that the program of military training be so scheduled as not to interfere with the normal educational and vocational life of the youth involved.

They approved a federal aid bill similar to that of Senate Bill 472.

They affirmed the fact that educators understand and are loyal to the American way of life and condemned the efforts of certain groups to intimidate educators through malicious interference with the American cultural programs.

In a resolution directed at the motion picture industry, they said, "We protest to the motion picture industry and the board of censors the excessive and unnecessary number of social drinking scenes and also the excessive use of tobacco which prevail in present day motion pictures."

Musical programs were provided by the San Francisco State College Symphony Orchestra and A Cappella Choir, with William E. Knuth conducting; the All Southern California High School Orchestra, conducted by William Purcell Mayer, and a musical trio consisting of Fred Muribus, Jr., violin; Max Hagamire, cello; and Roy Bogas, piano.

Outstanding educational figures addressed the delegates at the general sessions.

Dr. Herbert C. Clish, San Francisco's superintendent of schools, discussed the "New Look in Education," a challenge to meet the needs of all secondary school students.

Mr. C. Stanley Wood, president of the Oakland Board of Education, talked on the problems, goals, and functions of education, revealing a sympathetic understanding of the problems of the school administrator and the part the school board members could play in assisting him in meeting the problems effectively.

Dr. Roy Simpson, State Superintendent of Public Instruction, outlined the problems facing his department in fulfilling its functions and the steps being taken to meet them effectively. He was awarded a contributing membership in the association by District Council 7. District President Harold E. Chastain made the award.

Paul M. Pitman, dean of men at San Jose State College, gave a talk on "Education and Spiritual Values" at the Sunday evening session. He stressed the point that it was not the business of the school to save the church and emphasized that the state and church must be kept separate.

Mr. Frank Clarvoe, editor of the *San Francisco News,* made an appeal for boards and administrators to accept the fact that "Education is News," and to make it possible for the press to give the people such news in uncensored and uncolored form. He criticized closed board sessions.

Miss Helen Heffernan, assistant division chief for elementary education, State Department of Education, gave an account of her work in Japan in helping the Japanese build a school curriculum that would train the people there for a democratic way of life. She reports considerable progress has been made.

Among the subjects covered in section conferences were: small high schools, the framework for public education, intercultural education, family life education, local occupational surveys, driver safety education and junior high schools problems.

The delegates discussed continuation education, aviation in the school curriculum, adult education and public relations, and current issues in junior college education.

The delegates were taken on a cruise of San Francisco Bay aboard U. S. Navy destroyers, followed by dinner at the officers' club at Treasure Island and an educational program by Navy and Marine units.

The groups will meet again in May at Santa Barbara.

ROBERT S. HICKS NEW HEAD OF SECONDARY PRINCIPALS ASSN.

Robert S. Hicks, president of the California Association of Secondary School Administrators, has been district superintendent of El Monte Union High School since 1936. It is Mr. Hicks' second term as president.

His first positions in California were as principal of the McCloud High School in McCloud and principal of the Woodlake Union High School, Woodlake. From 1926-1935 he served as city superintendent of schools in Casper, Wyoming. He was also president of the Wyoming Education Association.

Mr. Hicks obtained his B. A. at Occidental College, Los Angeles, and his M. A. in education at the University of Southern California, Los Angeles. He is a Phi Beta Kappa and has the honor of being listed in *Who's Who in American Education.* He is also an outstanding lecturer with the Hollywood Artist Bureau.

If education is anything it is a grasp of terms. Sincere men seldom differ when they mean the same thing by the same words. The primary value of the public school and college lies in the fact that great masses of men and women are exposed to common facts and theories couched in the same defining terms. Wherever those thus educated are honest, this makes for better things.

—*S. W. Grafflin.*

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ELEMENTARY ADMINISTRATORS MEET IN LONG BEACH

Some 1500 delegates attended the four-day convention of the California Elementary Principals Association in Long Beach last month.

Carl Lundberg of Salinas was elected president of the organization for 1948-49. He is former vice president. He succeeds Dana S. Frame of Sacramento. Other new officers are Charles Carpenter of Fresno, vice president, and Viola Meintz of Santa Cruz, secretary. Two directors were named to serve for one year. They are Rulon Keetch of Oildale, representing the Central Section of California, and Virginia Rocca of Salinas, representing the Central Coast District.

Two-year directors elected are Mary Hoyt of Napa, representing the San Francisco Bay region, and Bert Chappell of Sacramento, representing the Northern District.

Elected to three-year terms were Frank Schieber of Hopland, representing the North Coast, and Wayne Fry of San Diego, representing the Southern District. Mrs. Gertrude Howard of Inglewood was named historian.

Speakers at the sessions included Dr. Lloyd N. Morrisett, professor of Education at UCLA. He discussed the question of whether the school program has been adjusted to meet the needs of pupils and of society imposed by the present condition of the world. In his discussion he asked, "How democratic is your leadership? How well do you practice and teach the democratic way of life? What kind of relationship do you have in your schools? Is your school organized to aid the child in the growing-up process? Does your education program provide effectively for the fundamental skills?"

Dr. Ralph R. Fields, Chief of the Division of Instruction, State Department of Education, discussed curriculum development in rapidly expanding schools.

Roy E. Simpson, State Superintendent of Public Instruction, was unable to attend because of legislative matters which kept him in Sacramento.

Bernard J. Lonsdale, consultant in elementary education for the State Department of Education, presided at the session. Combined glee clubs of the Burbank, Garfield, Lafayette, and Whittier Schools sang.

Other highlights of the four-day meeting included a series of visits to Long Beach schools. The principals were shown latest methods of instruction in social studies, arithmetic, reading, grammar, physical education, science, music, art, industrial arts and crafts.

They also saw illustrated methods of teaching kindergarteners, special instruction for the physically handicapped and mentally retarded, and were shown improved methods in audio-visual education.

At an informal banquet at the Pacific Coast Club, Dr. Louis Evans, pastor of the First Presbyterian Church of Hollywood, spoke on "What of Tomorrow?" The Beachcombers, a Hawaiian trio, provided music.

Helen Heffernan, Chief of Division of Elementary Education, State Department of Education, opened the convention with an address on practical democracy. She suggested all peoples today should ask themselves whether they believe in the ideals of democracy as the most effective system of values man has devised to free the individual to be and to do his best; whether they are recognizing and striving to help in solving all problems which threaten the welfare and progress of civilization, whether they recognize that people throughout the world have basic human needs which must be satisfied if universal peace is to be achieved, whether they practice in all their relationships behavior consistent with democratic principles, and whether they know and use the processes which facilitate democratic living.

CARL LUNDBERG NEW HEAD OF ELEMENTARY PRINCIPALS ASSN.

Carl Lundberg, principal of the Sherwood School in Salinas, is the new president of the California Elementary School Principals Association.

Born in Sweden, Mr. Lundberg came to the United States as a child. He attended the Berkeley schools and was graduated from the Modesto Junior College and the University of California. He has also studied at the College of the Pacific and San Francisco State College.

He has been in the education field for 15 years, during which time he has served as principal in Ripon, Escalon, Manteca, and his present post in Salinas, where he has been for nine years.

Mr. Lundberg has also served as president of the Central Coast Principals Association and president of the Monterey County Elementary Principals Association.

THE NEW GINN BASIC READERS

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The primary program is now ready. It was prepared by David H. Russell, Odille Ousley, Grace B. Haynes, and Gretchen Wulfing. The program for the intermediate grades is well under way, and books for Grades 7 and 8 are to follow.

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Library News

Edited by MABEL R. GILLIS, State Librarian

SCHOOL LIBRARY ASSOCIATION RECRUITMENT MEETING

By Florence J. Riniker, *Librarian, University High School, Los Angeles*

Recently the members of the School Library Association of California, Southern Section, departed from their usual role of reading counselors to participate actively in a program for the recruitment of young people for librarianship.

Spurred by the vision of their forward-looking president, Helen Iredell, they planned a meeting for February 7 which replaced the regular Book Breakfast. Mabel Shaw Bridges Hall of Music on the beautiful Pomona College campus at Claremont was chosen, and two hundred fifty young people and their school librarians from Santa Barbara to Barstow gathered for a thrilling meeting which will remain in the memories of those who attended inseparably associated with the beautiful campus on a blue-and-gold day when the snow-capped mountains sparkled above the lush green of the orange trees in the valley.

Welcoming the group to the campus, Dr. E. Wilson Lyon, president of Pomona College, explained the liberal arts education which that institution now offers and which it will continue to typify. He regretted the fact there were so few of their students on the campus, but it was the brief holiday between semesters which made possible the library meeting, the luncheon at Frary Hall, and the tour of the campus.

Library Panel

Representing various phases of library work, a panel of librarians spoke about their special fields. Although differences were stressed, certain basics were apparent: a desire to serve other people and the community, an interest in books and the intellectual life, a desire to do educational work among adults and children, and finally ample opportunity to use any special individual talents.

Key-noting the speeches, Helen Bourne of the Long Beach Public Library told the students that her work as a bookmobile librarian was like driving a bakery truck in that she served all kinds of appetites. She explained that rapid growth in her community exceeded library building and the bookmobile served new housing developments and acquainted strangers with the public library.

Amusing and enlightening was her composite picture of a typical day, from the time she and her assistant set off for work dressed in slacks or pedal-pushers, depending upon the season, to their arrival at the station where priority to open the window of the bookmobile and arrange tables and chairs was an honor not to be awarded too lightly.

Bookmobile Requirements

Personal service to individual readers was stressed when Miss Bourne repeated that "If it is not good service, it is not service" and "If you can't make a sale, make a friend." Anecdotes from her crowded days illustrated the requirements for successful bookmobile librarian. She must be a warm-hearted person who likes people. She must read widely and know books. She must have a spirit of adventure and be unresentful of informality. She must be a good driver responsible for valuable property. Finally, she must be healthy and strong.

Also from Long Beach, the next speaker Miss Emma Jean Nease, an employee of the Long Beach City Schools, is an elementary school librarian. Her special talents in writing, drama, and music enable her to inspire children to transfer their reading into radio programs. She explained the process by which a story was converted into a program which was given over the public address system in their own school, and how that program was adapted and broadcast over a local radio station. Transcriptions of "The Happy Prince" which showed the perfection which such a program can attain were played for the audience. The speaker's enthusiasm and apparent delight in her work were ample proof of the rewards of her chosen profession.

Organizational Work

The youthful and attractive elementary school library supervisor from Santa Ana, Ina Mae Odegard explained that at present her work is largely organizational. Her varied activities include visits to established libraries in the elementary field, planning with teachers, handling and selecting audio-visual materials, and book buying. Again an interest in books was stressed, particularly the delight in the selection of beautiful and well-written children's books, the satisfaction of aiding teachers to find the right books to enrich their courses, and the joy that such service brings to one who is employed in this phase of library work.

Representing the University of Southern California, Graduate School of Library Science, Jackson Carty, president of the current library class, recalled experiences which led him to select librarianship as a career. His army service brought sharply to his attention the desire of men for reading material, and the speaker realized the possibilities which librarianship offered as a means of community service.

He mentioned the need for library school candidates to secure a good background of training in such fields as the social sciences and literature. He explained the types of library schools in our country and the kind of training available. He referred students to the American Library Association for further information in the selection of a school.

Community Service

B. J. Caldwell, librarian of the Pomona Public Library, indicated the need for wide awake people in librarianship who are interested in community affairs. In discussing salaries, he admitted that there were some fields of work in which the pay was better, but that the responsibility of guiding adult minds on public questions, the job of showing citizens the way to become thinking adults was a challenging and satisfying profession. This work could not be done by a librarian who remained in his office. Community contacts are necessary through membership in service clubs.

He illustrated the satisfactory results of such a course of action by the anniversary library edition of a local paper in his community which was devoted entirely to a recognition of the library. The subsequent anniversary celebration at the library not only focused the attention of the citizens on the library, but it actually brought crowds of people to the library building to participate in events recalling the founding of the public library in that community.

Motion Picture Research

From the field of motion picture research, Frances Richardson spoke of the

many demands made upon the librarian by property men, make-up artists, directors, writers, press agents, and costume designers. Their work might be hard, but never boring, and it is gratifying to see on the screen the results of one's work. The variety of research is infinite and no detail is too insignificant for consideration. Timeliness is important.

This was illustrated by the question of whether or not in a college picture soon to be released the "new look" was current fashion on the campus at Northwestern University, locale for the movie. Another interesting anecdote concerned the painstaking study necessary to picture accurately an Irish fairy. Miss Richardson's advice to the students was to "prepare yourself for the opportunity, and the opportunity will come."

Concluding the panel speeches, and talking specifically of college library work, Dorothy Drake, librarian at Scripps College, spoke of the importance to women of selecting a career that can combine with marriage. She again emphasized the love of reading as a dominant factor in the selection of librarianship as a career.

Many Abilities Needed

College librarianship demands many kinds of abilities. There is work for an administrator with executive ability and business training is needed for work on the budget. The go-getter and the scientific minded person have their contributions to make. On entering college, a student who wishes to be a librarian may select any major as long as he brings intelligence and enthusiasm to his work. Again emphasizing a love of books and of people, Miss Drake continued that the college librarian is a member of the academic faculty, a personal relations officer for the school who has the privilege of working with young people in a situation that is free from a teacher-pupil relationship.

This brief review of what was said fails utterly to inform the reader of the fine professional esprit de corps apparent among the members of the panel, the personal charm of each speaker, the enthusiasm, humor, and literary references which spiced the program and drew rapt attention from the youthful audience.

Following the morning session, lunch was served at Frary Hall. Later small groups were conducted on a tour of the Pomona College campus where a visit to the new dormitory was a highlight of the trip. They continued to Scripps College where they visited the beautiful gardens, toured the dormitories while wildly jangling bells indicated "man in the corridor," visited the library, and were served tea in the art gallery. It was a memorable day, not only for the students but also for their librarians who enjoyed familiar scenes anew through the youthful eyes and exuberant reception given them by their attractive young guests.

ADMINISTRATOR CITES NEED FOR SURVEY OF BUILDING REQUIREMENTS

George H. Field, Federal Works Agency commissioner, states in a recent report the urgent need for immediate inventory of school plants by communities, and the advisability for making long range plans for replacement and enlargement.

He quotes the figures on increases in the school population—1,300,000 to 2,300,000 in colleges in eight years, for instance—and points out the coming effect of the increased birthrate.

This increase will throw an additional strain on an already overloaded school system, even now operating in many communities on a part-time basis, eliminating the possibility of normal education for the children there.

His estimate of the amount of added school construction needed places the figure at $11,000,000,000 for public and nonpublic elementary and secondary schools and higher institutions. He states, however that this figure may be conservative since there is a shortage of accurate information because of a lack of state-by-state surveys of schools in existence and the need for new schools.

There should be an intense awareness of the present needs, and this should be accomplished through local reviews of existing facilities and the probable need for new buildings and grounds in the light of known population figures, Field says. With a clear picture in mind progress can be made within the limits of the communities' ability to pay and confined to the most essential problems.

That approach would avoid the hit-or-miss type of planning now in vogue in many parts of the country, and would help avoid the need for emergency measures to meet the overcrowding problem.

NEW UNESCO OFFICIAL COMMENTS ON GROUP'S PROGRESS, OPERATIONS

In UNESCO the peoples of the world have achieved the equality of nations—a deviation from power politics, Dr. Clarence E. Beeby, new assistant director general of the United Nations group, said in San Francisco last month.

Dr. Beeby, who was appointed to the number two post of the UNESCO secretariat last month, was in San Francisco en route to Paris to join the staff. He is the former director of education for New Zealand and headed his country's delegation to the UNESCO conference in Mexico City last November.

He refuted allegations that the United States was attempting to dominate other nations culturally through UNESCO.

"Speaking as head of a delegation from a small nation, I saw no sign of any attempt to dominate the conference by the United States in spite of its size. In fact your delegation leaned over backward to avoid any such move."

UNESCO is not concerned with spreading one culture, but with the cross-fertilization of all cultures all over the world, he said.

"In spite of the clanging of the Iron Curtains as they fall, I believe the work of UNESCO toward world peace through understanding is increasingly important.

"For example, the British Commonwealth of Nations is bound together by ideas. Likewise the idea that it is impossible for the United States and England to go to war is based on community of ideas and background," he said.

Dr. Beeby said he chose the trip to Paris through the United States rather than taking the shorter route through the Orient because he wanted to meet with leaders of the U. S. Commission on UNESCO. The Commission was delegated by Congress to advise the state department on the U. S. role in UNESCO. Dr. Beeby said the United States had progressed further in organizing for participation in UNESCO than has any other nation.

See page 12 for the story of UNESCO'S scheduled conference in San Francisco

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UNESCO PACIFIC CONFERENCE TO MEET IN SAN FRANCISCO

The United Nations Educational, Scientific, and Cultural Organization will hold its first Pacific Regional Conference in San Francisco, May 13, 14, and 15.

The meeting will bring approximately 3000 delegates to the city from seven western states, Hawaii and Alaska. They will represent such diverse groups as labor unions, educational, business, civic and church groups, screen writers, artists, musicians, and other cultural groups and many other local or community organizations.

The purpose of the conference, according to Mrs. Henry P. Russell of San Francisco, chairman of the convening committee, is expressed in the conference theme "Meeting Crisis with Understanding—You Can Help."

The delegates will work to determine specific programs suitable for use in their communities by the groups they represent through which they can carry out UNESCO'S work on the local level. This is in keeping with the "grass-roots" policy of UNESCO, which, since its inception, has worked to provide for participation by the citizens of the various nations rather than concentrating exclusively on negotiations between nations.

Mrs. Russell, who is a member of the U. S. National Commission on UNESCO, delegated by Congress to advise the State Department on the U. S. Course in UNESCO, replaced the late Dr. Donald B. Tresidder, president of Stanford, who died recently in New York.

The conference will work along the lines of five of the six major programs laid down for UNESCO at the Mexico City conference in November. They include the restoration and rehabilitation of educational facilities of war-devastated areas; the promotion of freer communication between nations; aid to education in underdeveloped areas; research into social and human relations and cultural interchange between nations.

Principal speakers at the conference will include George Venable Allen, new assistant secretary of state in charge of the "Voice of America" information program, Margaret Mead, internationally known anthropologist, lecturer and author, and Dr. George Dinsmore Stoddard, president of the University of Illinois.

J. W. WARREN RESIGNS FROM ASSOCIATION POST

The resignation of John W. Warren as president of the Contra Costa Trustees Association was accepted with regret last month by the association.

Mr. Warren stated that the expansion of his business activities from the Northern California area to the covering of the eleven western states made it necessary for him to be away from the county so much of the time during this year that he could no longer discharge his duties adequately.

He will continue to serve as a trustee.

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Book Reviews

From the World Book Co.

CHEMISTRY AND HUMAN AFFAIRS, by William E. Price and George Howard Bruce. (788 pages.) List price $3.00.

This book is designed as a general high school course for non-technical students, with accent on the cultural as well as the utilitarian aspects of the subject.

It was written to provide a text for a course following a middle road between college preparatory and the applied, consumer-type teaching of the subject. The objective is to present chemistry in a way that shows its value to the average man and woman whether as producer or consumer.

Beginning with the first unit, the book launches into work the students can do to give practical application to the theory discussed. This introductory unit, Our Chemical World, describes materials of the world around us, changes in the world, the function of chemicals as storehouses of energy, testing and analyzing by chemists, building and synthesizing by chemists, and the value of chemistry.

Other units of the book cover water, oxygen and hydrogen, "King Carbon," atoms at work, formulas and equations; acids, bases and salts, sulfur, the halogen family, the nitrogen family, controlling chemical reactions; metals and the alloy age, fuels that flow, chemistry in home and garden, chemistry and health, chemistry in industry, and milestones in chemistry (historical).

Designed for the student who can give only one year to the course, the book is stripped to the most essential coverage of the subject, eliminating many non-functional and possibly antiquated topics covered in older texts. The fundamental ideas of chemistry are distributed so that no one unit is overloaded with basic principals. The book is modern both in the principles it presents and in its treatment of contemporary products and processes such as modern fibers and textiles, plastics, medicines and agricultural chemicals.

Since the book is planned for students with a general interest in the subject, the mathematical requirement is kept to a minimum. Topics such as the volumes of gases, which have proved difficult for the ordinary student, are included as work in the appendix for students with mathematical ability and interests.

William Evans Price is on the staff of the department of chemistry of Clifford J. Scott High School, East Orange, New Jersey. George Howard Bruce, who died before the work was completed, was a member of the faculty of the Horace Mann school for boys, Teachers College, Columbia University. He was the author of *High School Chemistry.*

From the University of New Mexico Press.

TEACHING SPANISH-SPEAKING CHILDREN by Dr. L. S. Tireman, (218 pages) and A COMMUNITY SCHOOL IN A SPANISH-SPEAKING VILLAGE, by Professor L. S. Tireman and Mary Watson. (169 pages.)

These two volumes deal with New Mexico's methods of meeting the problem of teaching bi-lingual communities.

Teaching Spanish-Speaking Children outlines the author's theory that the teacher of native Spanish-speaking children needs very definite special preparation for her work. He states in his introduction that the ordinary teacher needs help in adapting her training to the peculiar problems presented by non-English-speaking children. In addition she needs some prefatory introduction to certain problems common to bi-lingual areas throughout the world.

The book starts with a discussion of bi-lingualism as a world problem, then covers the studies which have been made regarding bi-lingualism, such as bi-lingualism and intelligence, socio-economic status, Puerto Rico, and the implications of the investigations in bi-lingualism.

A study of the school population follows, leading up to a discussion of problems facing the teacher in the pre-first grade group, the primary grades, and the intermediate grades. It also describes teaching Spanish in elementary grades.

The book closes with a discussion of the function of a community school.

Since most of Dr. Tireman's readers are already well versed in general methods, these have been omitted as much as possible in this volume. The emphasis is on pointing out necessary modifications in the curriculum for those who are working with Spanish-speaking children.

Dr. Tireman is a professor of education at the University of New Mexico.

The second book, "*A Community School in a Spanish-Speaking Village* is a report of a study project of the same subject in the Nambe School, 18 miles north of Santa Fe, New Mexico. Beginning with a description of the community of Nambe, its history, its economic structure and its sociological problems, the book discusses the philosophy behind the educational experiment.

(Continued on page 14)

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It continues in a factual, reporting vein following the progress of the Nambe children through the primary grades, graphically describing the problems encountered by the teachers.

It touches on the health program and the problem of building community participation and cooperation around the school, and closes with an evaluation of the project.

The authors avoid the dry, statistical tone of the average report through the dramatic presentation of the problems, creating a work that can be read for general interest and pleasure as well as for technical knowledge of the bi-lingualism problem.

Mary Watson, co-author of the book, is principal of the Nambe school and supervised the study project.

From the D. C. Heath Co.

About Los Angeles, by Frances L. Alderman and Amber M. Wilson. (313 pages.) List price, $2.20.

Children from the third through the sixth grade will find this entertaining tour of one of America's most colorful cities of absorbing interest.

Through the eyes of two school children on a tour of the city, the author's present the story of Los Angeles' fascinating past history and its optimistic future. They tell about its geography and government, the facilities for work and play in the city and its suburbs. The explanations of the various aspects are delivered by the parents of the touring children.

The book is, of course, most effective with Southern California school children who may readily duplicate the Peppers' trips to the city hall, Union Station, the Old Plaza, Olvera Street, the Southwest Museum, the Alligator Farm, the harbor, libraries, and other institutions.

However, it is a well worthwhile addition to any selection of texts for American students, in its description of a portion of the history of this country which is often covered only lightly even in western schools. In addition it brings out much that is typical of all the large cities of this country as well as those features which give Los Angeles its individuality. It also serves as a guide—full of helpful suggestions—for teachers in other cities who may wish to bring their pupils' attention to the living history around them.

Frances L. Alderman was formerly assistant librarian of the Los Angeles City School Library.

Amber M. Wilson was formerly supervisor of audio-visual education in the Los Angeles city schools and supervisor of the elementary curriculum of Los Angeles. She is currently principal of the Warner Avenue Elementary School in the Los Angeles school system. She has written numerous articles for the Los Angeles and California curriculum publications.

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JOTTINGS OF A TRAVELING BOOKMAN

(Continued from page 4)

to one with a carefully selected group of students."

Miss Nolan reports the committee members were not "insensitive to the criticism sometimes leveled at the graduates of our schools because of their deficiencies of expression, but we are not generally agreed on the nature and extent of instruction in grammar which they (the pupils) should receive as part of their training."

The committee felt that the test submitted by the Albany State officials did not constitute a satisfactory measure of the grammar knowledge of our students. They felt that the examination tested knowledge of items which, from the point of usage, are outmoded or fast becoming outmoded.

The committee urged the State Department to undertake a revision of the section in the syllabus devoted to grammar and recommended that continuous and searching inquiry should be made into the functional aspects of grammar. While the committee acknowledged their concern over the criticisms by business men that high school graduates do not know English grammar, they warned against attempts to legislate a general program of instruction on the basis of a temporary condition caused by the exigencies of the recent wartime situation.

The committee furthermore added "it is within our rights, we think, to question the businessman's interpretation of the word 'grammar.' If he means that most of our students make careless errors in spelling, capitalization, and punctuation, then we teachers must, through more meaningful motivation and drill, correct those errors."

HIGHER EDUCATION REPORT

Briefly, the report of the President's Commission on Higher Education, which is the result of its study of the past two years, continues the advocacy of educators that the national government assume more responsibility in the education of the youth of the land.

By 1960, the commission predicts, the higher institutions of the country will have an enrollment of 4,600,000. The commission recommends that educational opportunities be made available for all.

STUDY PLACES CALIFORNIA POLYTECHNIC COLLEGE HIGH IN ITS CLASS

A survey of all 36 colleges in the United States with aims and organizations similar to California State Polytechnic College's places that institution in the top 20 per cent in amount of general education offered and functionalism of educational method.

The study was made by Dr. Hubert Semans of Cal Poly as his dissertation for the degree of Doctor of Philosophy from the University of Southern California.

In the 257-page study, Dr. Semans defines the term "general education," as "that education which all college students should have in order that they may be more effective as individuals and as citizens regardless of their field of specialization."

Dr. Semans pointed out that Cal Poly's new division of Science and Humanities, of which he is dean, is functioning in line with the recommendations made by the 28 college presidents who stipulated how their own programs could be strengthened.

Copies of the study have been sent to all the participating colleges and to the State Superintendent of Public Instruction and the United States Office of Education.

CHARLES E. MERRILL CO. AFFILIATES WITH THE AMERICAN EDUC. PRESS

The American Education Press, Inc., has now greatly expanded its book publishing activities through the affiliation of Charles E. Merrill Co.

In 1945 the owners of the American Education Press became majority stockholders in the famous book publishing company known as Charles E. Merrill Co., Inc. In 1946 the headquarters of the Merrill Company were moved from their century-old New York City home to Columbus, Ohio.

The company produces not only workbooks, skilltexts, and paper-covered supplementary books, but also many lines of case-bound books. It is the ambition of the allied companies to greatly expand this field, according to a statement from the publishers.

Charles E. Merrill Co. is one of the historic textbook companies of the country. One branch of it was founded as far back as 1842 by a son of Dr. Noah Webster, author of Webster's dictionary. Under various owners and names this company continued until 1893 when it was known as Effingham, Maynard and Company. Among its famous productions were the "Reed and Kellogg Grammars," the popular "Maynard's English Classics," and the "Anderson Historic Series."

In 1893 Effingham, Maynard and Company was absorbed by another book firm which had been founded by Charles E. Merrill, Sr., and Edwin C. Merrill. The name Charles E. Merrill Company was adopted in 1907. Charles E. Merrill, Jr., who succeeded his father as president, died in 1942.

Present-day publications which are marketed by Charles E. Merrill Company, Inc., are listed in a 30-page catalogue. They include "Skilltexts," in Reading, Arithmetic, etc., Progress Books in English, Arithmetic, etc., Diagnostic Reading Workbooks, the Our America Series of Social Studies Books, Folk and Fairy Tales, and others.

A much improved and expanded edition of the Unit Study Books is now being produced and sold under the new series title of "Little Wonder Books." Large numbers of these books are used in libraries for younger children. They are provided in sets by grades, or in complete sets for grades one through six.

Currently the texts most widely used and known in the United States are the Progressive Word Mastery series of spellers. These are available in both paper and cloth-covered editions. It is estimated that more than 2,000,000 school children have used these books in the last five years.

CTA STATE COUNCIL ELECTS OFFICERS

The annual meeting of the State Council of Education, California Teacher's Association was held at the Palace Hotel, San Francisco, April 9 and 10.

Progress reports were given by the committees on salary, tenure, teacher certification, retirement, financing public education and legislation.

Directors elected for the coming year were; *Bay Section:* Louise Gridley and Dr. Rex Turner; *Southern Section:* Vera Hawkins, Mary Virginia Morris and Robert Gillingham; *Central Section:* Erwin A. Dann; *Northern Section:* James Gardner; *North Coast:* W. A. Chessal; *Central Coast:* Nelson Sewell.

Erwin A. Dann was elected president and Vera Hawkins, vice-president.

ALAMEDA ASSOCIATIONS GIVE FACULTY DINNER

More than 300 Alameda teachers and their guests assembled April 8, at the Hotel Claremont in Berkeley, for the third annual public relations dinner of the combined grade and high school faculty associations.

Honored guests were Superintendent and Mrs. Paden, members of the board of education, members of the city council, presidents of local service and fraternal clubs, presidents of teacher organizations in the Bay Area, the president of the Alameda P.T.A. Council, presidents of the local P.T.A. units, and the publisher of the Alameda Times Star. Special guests who honored us with their presence were Assemblymen Francis Dunn and Randall Dickey.

ABC commentator, James Abbey, the guest speaker, called for questions on current world problems and commented on them with an expertness and insight gained from his many years experience as a foreign correspondent.

Mrs. Marian Los Kamp and Mr. Emil Miland, members of the Alameda High School faculty, each sang delightful solos and joined in a duet as the finale of the evening.

LIBRARY ASSOCIATION OFFER REPRINTS OF PLANNING ARTICLES

Reprints of articles on planning school libraries are now available in a special bulletin which may be obtained by writing E. Ben Evans, supervisor of library services for Kern County Union High School District, Bakersfield, California.

The reprints were made up in response to great interest shown by librarians and school planners in the articles when they first appeared in the School Library Association of California Bulletin.

Represented in the issue are Charles Bursch, chief of the Division of Schoolhouse Planning of the California Department of Education; Frank Wynkoop, American Institute of Architects, a San Francisco architect who has specialized in schoolhouse planning, and several individual librarians.

Copies may be obtained by writing to Mr. Evans, enclosing 30 cents in coin or stamps. The 16-page pamphlet contains five articles on library planning.

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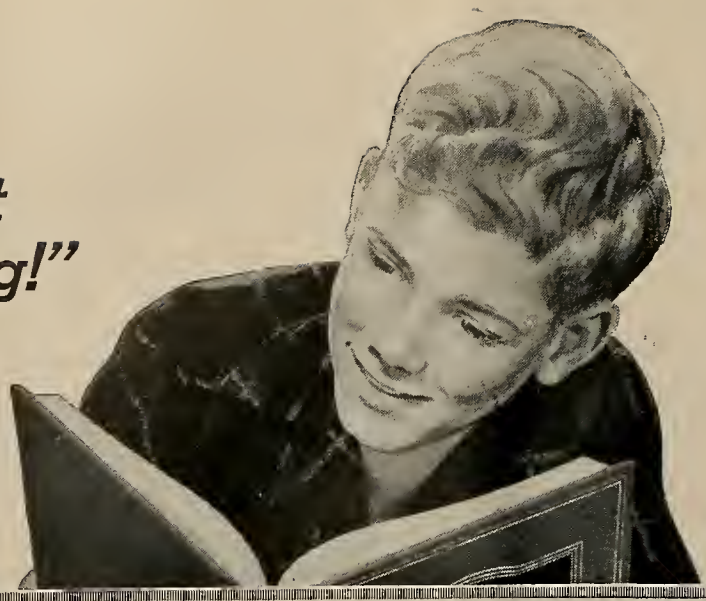

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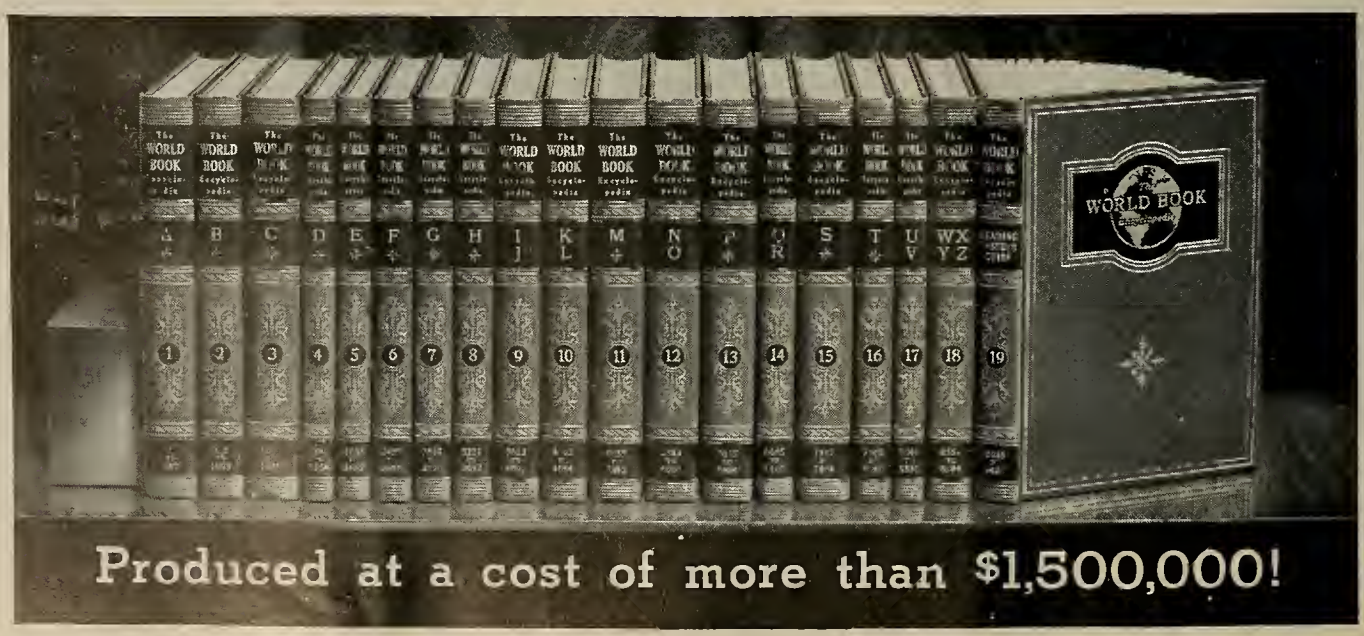

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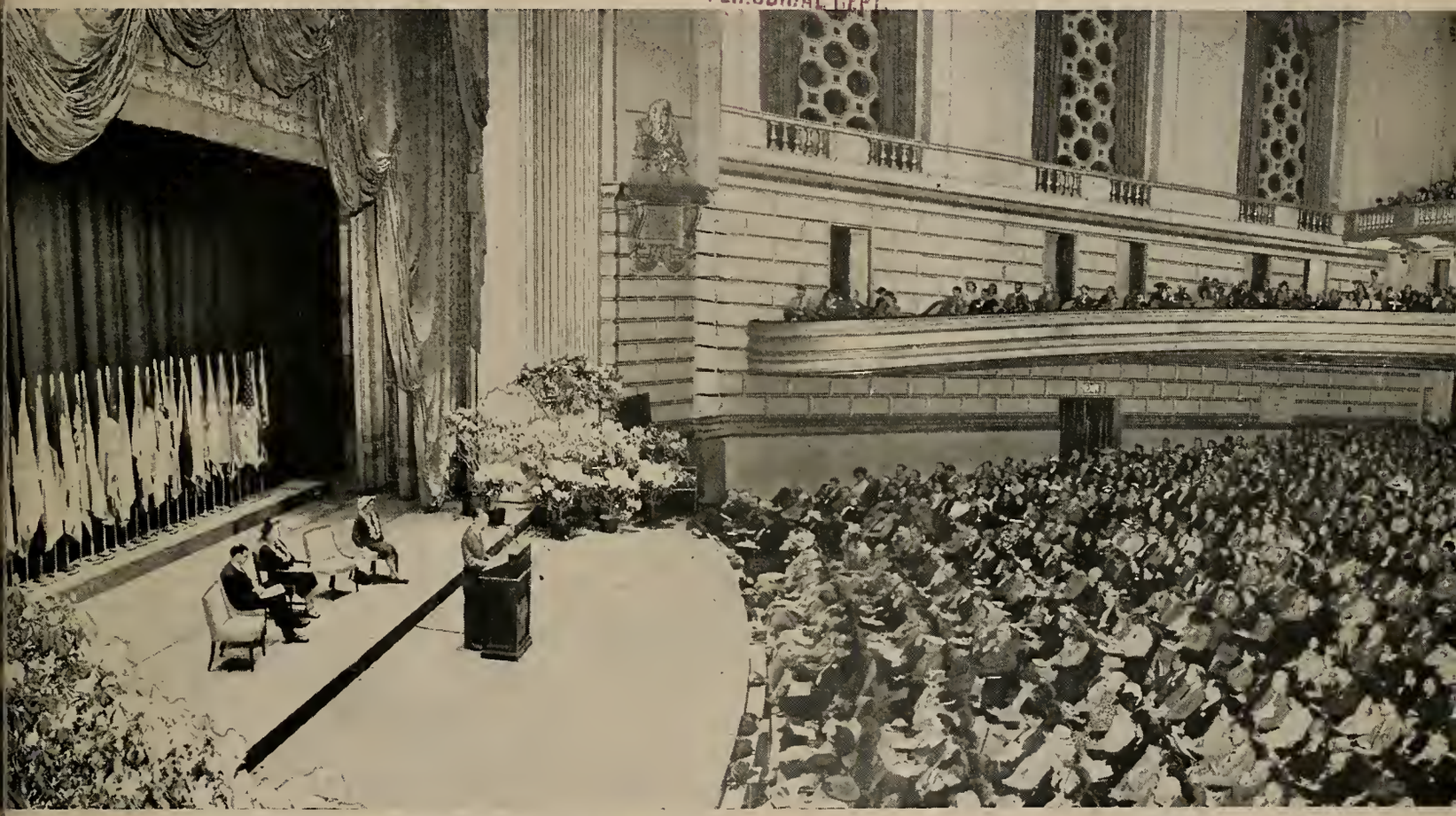

UNESCO PACIFIC REGIONAL CONFERENCE. On Stage, seated, left to right, Dr. William Carr, Executive Secretary, NEA, Mrs. Pearl Wanamaker, State Superintendent of Public Instruction, Washington, Mrs. Henry P. Russell, Chairman, UNESCO Conference convening committee; speaking, George V. Allen, Assistant Secretary of State.

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Korean Trails to Learning
Inland Empire Association Meeting
Mexican Educators Study Visual Education at San Francisco State
Library News
First Pacific UNESCO Conference

May, 1948

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THROUGH YEARS of cooperative effort the public school teachers as members of *California Teachers Association* have made a real profession for themselves.

Good School Conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

Ninety per cent of the teachers of California have paid their share so that no backward step would be taken.

Every teacher in California should be proud to belong to an organization which has the record of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater State support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.

The dues of California Teachers Association are $6 per year.

School Trustees should encourage the teachers of their districts to enroll as members of California Teachers Association, which deserves the support of everyone interested in a good public education program in California.

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ERWIN A. DANN
Principal, Fresno Senior High School
Fresno

State Executive Secretary
ARTHUR F. COREY
391 Sutter Street
San Francisco 8

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Jottings of a Traveling Bookman

By
W. M. CULP

EAST COAST SPRINGTIME BANISHES THOUGHTS OF WORLD'S DIFFICULTIES

The charm and beauty of springtime on the Atlantic Coast is never more idyllic in the countryside than after one of the worst winters on record in which snow and cold hit both city and rural inhabitant with the same impact of hardness.

With war worries, with coal and oil shortages, with living costs affecting every class of people, with the tooth and claw philosophy of living seemingly more dominant than ever even amid our domestic scene of labor and management, with the world dividing into two political groups divided by irreconcilable fundamentals of thinking, nature herself this spring has presented a serene, placid appearance of calm living.

One only has to travel from New York City as far south as Virginia through the states of New Jersey, Pennsylvania, and Maryland to gain a restfulness that from reading the newspapers, listening to the radio newscasts, and radio commentators, one would never think was possible upon the planet today.

Even in Washington, D. C., this spring, despite the inside political turmoil the visitor riding on the wide boulevards, looking through glorious vistas of trees and marble buildings, seeing the fountains playing, the tulips blooming, the Potomac flowing, even the birds singing would hardly imagine the mental turmoil behind those marble walls.

Even one from the Far West can agree that springtime on the East Coast can wash away in a few hours the months in which the struggle just to keep alive is one wearisome moment after another.

There is still music in a galaxy of names. Trenton, N. J., the State Capitol with its golden dome. Baltimore, Md., and its St. Charles Street out through magnificent gardened homes to Towson, the county seat of Baltimore County, an exquisite gem of residences, trees, flowers, and people living with an ease unknown to people only two hundred and fifty miles north.

Philadelphia, which this late spring will be filled with the turmoil of three political conventions, still has a restful appearance in spite of the line-row houses for Fairmount Park, and drives along the Schuylkil and the estates of the Main Line and the gorgeousness of color in Germantown even belie the staidness of a Philadelphia lawyer.

Then, when one reaches down into historic Virginia one feels almost within another world except that to enjoy it one still needs plenty of this world's goods to expend in the process.

Alexandria, Fredericksburg, Richmond, and Tidewater Virginia, the Tidewater rivers of the James, the York, the Rappahannock and the Potomac, Williamsburg, Yorktown, Jamestown, the modern cities of Portsmouth, Norfolk and Newport News, Hampton Roads, the villages of Phoebus and Hampton, the miles upon miles of wooded lands, the swamps and the inlets, all engulfed in universal greenery, can give a restfulness of mind.

Williamsburg in its Rockefellerian reconstruction is called the finest remnant of colonial living on this continent. One only has to visit its Gloucester Street, its historic residences to realize that graceful living was in those early days of the sixteenth and seventeenth centuries, but even then war was the continuous process. And so life runs along its incorrigible way.

School Discipline

To come back to the finer realities of life an Associated Press dispatch from Detroit, Michigan, dated May 1, has this May Day greeting to the school children that is likely to have far wider repercussions than is probably desired by the young of the land.

The headline is "Spanking Seen Teacher Help." The story goes on to state that junior, and sister too, had been getting away with a lot because they knew that the laying on of hands was not supposed to be well thought of in the best pedagogical circles.

A mother complained that a boy had been spanked because he had pulled a little girl's hair. Superintendent Arthur Dondineau issued this formal statement—"The teacher stands in the place of the parent toward pupils during school hours." In other words, what works in the woodshed also works in the schoolroom.

"The superintendent and his staff will support principals and teachers in all reasonable disciplinary measures. That," said Deputy Superintendent Herman J. Browe, "includes spanking."

Browe continues, "We do not advocate corporal punishment. It may be used within legal and reasonable bounds and in such use the teachers have the support of the administration. On occasion, just as in the home, it may be a good solution."

Even Dr. Eugene B. Elliott, state superintendent of public instruction for Michigan, was inclined to agree.

He stated, "The flat of the hand applied to the soft, round part of the child's body doesn't do him much harm and often does much good." So we sense that there is going to be a tightening of pedagogical manual control throughout the country. Discipline is something the American public is very short of.

THE WESTERN JOURNAL OF EDUCATION

NEWS OF EVENTS, PEOPLE AND ACTIVITIES in the EDUCATIONAL FIELD
Reports from the CALIFORNIA STATE, COUNTY AND CITY LIBRARIES

EDITORS
Morris Wagner, W. M. Culp,
Mabel R. Gillis, Hazel Ross,
Donald E. Skinner
Founded in 1895 by Harr Wagner

Published monthly, September through May, by the Harr Wagner Publishing Company, 609 Mission Street, San Francisco 5, California. $1.50 per year, single copies, 20c. Entered as second class matter at the San Francisco Post Office under the Act of March 3, 1879.

Vol. LIV, No. 5 May, 1948

Teacher Shortage

The primary and elementary teacher shortage is what is lessening the equanimity of superintendents throughout the country. There just are not enough teachers available or even in training to fill the current shortages or to fill the expanding new classes of primary children that will be coming to school this next year and for the next several years.

What is going to occur is that the larger centers and those school systems able to pay larger salaries are going to raid the smaller systems and those localities where the wage scale is down lower than what they themselves offer. Last year the trend was seen in that teachers from the mid-continent area drifted to the higher paid areas on both coasts. In times past teachers drifted toward the western states especially from the middle of the country, but in the past two years there has been quite an invasion of eastern areas by mid-continent area teachers.

The East has generally thought of itself as rather exclusive. They have been finding out that mid-west trained teachers rank in ability with those trained in their own eastern institutions. The result will be that the poorer economic areas of the country will pay the price in poorer schools for their offspring.

Curriculum Organization

In many places in the country we are in the throes of curriculum organization in which the core curriculum is the modus operandi. Charles E. Garner, Assistant Superintendent in Charge of Curriculum Development of Webster Groves, Missouri, under former Superintendent Willard E. Goslin, now superintendent of the Minneapolis public schools, and the present superintendent, Leonard A. Steger, have made some outstanding contributions in this field, both in monographs published as a result of experiments made in the Webster Groves schools and as the results of studies made in workshops he has conducted during the summer at various educational institutions around the country.

It was Assistant Superintendent Garner who aided Superintendent Gosling greatly in developing his recognition as one of the prominent educators of the country. Mr. Garner did much of the spadework of developing Superintendent Gosling's ideas during his tenure of office at Webster Groves.

In Bulletin No. 1 dated September, 1947, Assistant Superintendent Garner presents the monograph, *The Unit of Work—Its Origin and Operation,* With Application to the Language Arts, Social Studies Core Program. Leonard A. Steger, Superintendent of Schools of Webster Groves, has this to say in the Foreword—"This bulletin is designed to be of assistance to teachers and curriculum workers in clarifying a concept of the unit of work for classroom utilization."

Contrary to the usual literature describing the unit of work, this treats method, materials, and the organization of materials. The usual procedure in unit construction is to begin with the idea of subject matter to be covered, and to proceed toward the mastery of subject matter. This discourse conceives of the unit as a method of organizing materials on wide levels of reading difficulty, focusing these readings on a common topic, theme, or unit, and thus providing for individual differences within a heterogeneous group.

The ideal is so to choose the material of instruction that each may make a contribution to himself and the group.

Unit Concept

"The concept of the unit, as treated herein, suggests skills, the unit content, and the supplementary-recreational materials allied to the content sequence and scope. It further illustrates the organization of the unit for the purpose of unifying curricular materials to be developed by teachers who are cooperatively organizing 'aids to teaching.'

"Then, too, it suggests some of the tools used as guides to resource materials. Thus, the bulletin may be used as a guide to curriculum construction for any group of teachers working in the core curriculum."

This Bulletin in its opening pages gives a discussion of various educators as to their ideas of what a unit of work consists of. It also gives some definite instruction as to how a unit of work may be developed. The following outline for the general development of a unit is offered as a basis for unifications of practice. The title of the unit. (A statement, problem, or question.) A. An overview of the unit. B. Study guide questions. C. Unit outline (Division of Study—Division of work). D. Exploratory outlets. (1) Creative activities. (2) Visual Aids. (3) Excursions. (4) Exhibits. E. Coordinate Activities. (1) Music. (2) Creative writing. F. Culminating activities. G. Evaluating the unit. H. Resource references. In the following pages these ideas are worked out in concrete form so that the individual teacher can see how the unit may be developed by herself.

Social Maturity Study

Another late contribution by Assistant Superintendent Garner this past June, 1947, is a Social Maturity Study — A Study to Determine the Effect of Age Entrance into School upon Performance in School. This monograph, a tabulation of tests and charts, has to be studied to be fully appreciated, but several generalizations are drawn by Mr. Garner.

He states, "individual differences in a group have their roots in some other phenomenon than chronological age. Even within the range of the first grade group the native ability and quality of experiences seem to be a much more potent force than a few months of chronology."

Then again, "It seems evident that there is a marked degree of validity in the rating performed by the teachers of first grade children, especially since the relation of rating and mental age was higher than with chronological age."

"The difference in social maturity between pupils below six and above six years of age is slightly in favor of the older group. However, it would seem that the entrance age would have to be moved back at least 5 months in order to reduce the number of socially immature children—more than 4 out of each hundred children."

It would not seem to follow that an older entrance age would tend to increase performance appreciably. Nor is there evidence that chronological age is the basic factor in social maturity with the age range of the first grade group. There is evidence, however, that mental age and social maturity have a significant relationship."

Too Many Colleges?

John M. Cummings, columnist of the *Philadelphia Public Ledger,* with perhaps tongue in cheek, has blasted higher education by saying we ought to close up half of our higher educational institutions because they are cluttered up with students who are wasting their time, have not the mental qualities to pursue worthwhile

(Continued on page 16)

Western School News

Edited by MORRIS WAGNER

SILVER BURDETT BOOKMAN E. R. COLVIN DIES

Silver Burdett Company anounces with deep regret the death of Mr. E. R. Colvin who has been a representative of their company for 28 years, in Northern California, Nevada, and Utah.

During that time Mr. Colvin has made many friends among the schoolmen for his conscientious and sincere analysis of books as they fit the educational program. He was president of the California Bookmen's Association for two years and was highly respected by all of his contemporaries as well as by the schoolmen with whom he came in contact. He gave help to many bookmen just starting in the business, among them, one of the *Western Journal* editors, Morris Wagner, starting in 1923, and set an example of honesty in calling a spade a spade and never promoted any book that he did not thoroughly believe in. Many young bookmen just starting in the business are very grateful to Mr. Colvin for his advice and counsel.

The textbook business in general has lost one of its finest representatives who throughout his years has stood for the highest quality of behavior in the book business.

Mr. Colvin's wife died very suddenly less than a year ago so that he leaves no immediate relatives.

CALIF. EDUCATION DEPT. TO HOLD SUPERVISION CONFERENCE AT UCLA

The California State Department of Education will hold its regular summer conference on supervision at the University of California at Los Angeles, July 12 to 30.

The conference will provide opportunity for participants to observe the UCLA summer demonstration school and participate in critical evaluation of supervisory practices, according to Helen Heffernan, Assistant Chief of the Division of Instruction, who will participate in the sessions.

Afternoon sessions will cover problems facing supervisors in California. Eight will be devoted to social studies supervision.

Other problems to be discussed will include organization and curriculum of the kindergarten; what supervisors can do to help teachers with unadjusted children; intercultural education; what supervisors can do to assist schools in establishing parent education programs; audio-visual aids in the in-service training of teachers, and the problem of the slow-learning child.

Resource persons include Dr. Robert Haas, Bureau of Intercultural Education; Mrs. Faith Smitter, elementary education consultant, State Department of Education; Mrs. Sybil Richardson, research of guidance counselor, Los Angeles County schools; Mary Frances Martin, Los Angeles City schools, and Dr. McClusky, professor of education, UCLA.

NEA TO HOLD ANNUAL MEETING IN CLEVELAND BEGINNING JULY 5

The 86th annual meeting of the National Education Association will be held July 5-9 in Cleveland, Ohio, Dr. Willard E. Givens, executive secretary of the association announced.

For at least another year, Dr. Givens said, it will be necessary to limit the annual meeting to activities of the representative assembly and one-day meetings of departments. No city as yet has been able to offer the facilities necessary to the full-scale convention of the prewar type.

Meetings of the departments will be held on Monday, July 5. The meetings probably will be limited in their attendance to those members present at the annual meeting as delegates and to those who reside in the area.

SAN DIEGO REPORTS CITED BY U. S. DEPT. OF STATE

Two San Diego City Schools reports have been selected by the U. S. Department of State for circulation in Japan to orient Japanese teachers in democratic learning practices and philosophy.

The two reports are entitled "Schools and Community Work Together," (1946-47) and "Our Schools in Retrospect," (1945-46). They were selected, with eighteen others from other parts of the United States, from among several hundred city and school district reports.

Especially commended in the Department of State's letter was the well chosen and profuse illustration of the reports.

At present, some 16 per cent of the youth of college age, from 17 to 21, are on the college campuses. The commission believes that only half of those being benefited by college instruction are now enrolled.

They figure that 32 per cent of the youth in this age group could benefit from such instruction. The national government is urged to assume more responsibility by increased grants to public educational institutions and even to pay the cost of the personal expenses of many of those attending such public free institutions.

ELEMENTARY PRINCIPALS' WORKSHOP TO OPEN IN BERKELEY ON JUNE 26

The University of California at Berkeley and the State Department of Education are co-operating as sponsors of the Elementary School Principals' Workshop to be offered on the Berkeley campus, June 26 to July 17 (3 units).

The facilities of the Whittier-University Elementary School will be available to participants in the workshop.

Outstanding educators have been invited to represent the fields of early childhood education, parent education, audio-visual education, schoolhouse planning, and health.

Plans for the workshop include directed observation, critical evaluation of teaching procedures, opportunity to work on individual problems and to acquire practice in group skills.

The tuition fee is $20 for those not otherwise enrolled in summer session.

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SAN DIEGO CITY SCHOOLS WILL OFFER WORKSHOP JUNE 21 TO JULY 30

San Diego City Schools are planning a Summer Workshop to be held at Horace Mann Junior High School from June 21 to July 30, according to Will C. Crawford, superintendent.

Among purposes of the workshop sessions will be preparation of materials teachers want for classroom use and working out of ideas for classroom teaching.

A well-equipped workshop laboratory will be maintained at the Horace Mann School and no laboratory fees will be charged. Consultants will be available to guide teachers, typing service will be provided and a library will be handy to the classrooms. In addition credit toward the salary hurdles will be offered.

Workshop assemblies, at which nationally-known educators will address teachers, will be held at frequent intervals.

The credit ruling is a result of the General Salary Committee's decision of January 19, 1948 that, beginning with the summer of 1948, teachers not holding a degree may apply one workshop (4 graduate or 5 approved units) to meet the requirements of an equivalency. Two summers of Workshop (8 graduate or 10 approved units) may be applied to any advancement on any class of the salary schedule, beginning with advancement from Class II.

Among prominent educators who will serve as consultants at the 1948 workshop are Dr. Frank B. Lindsay, Dr. W. Earl Sams and Miss Helen Heffernan, all of the California State Department of Education and Miss Jane Hood from the University of Southern California.

The Intercultural Section will have the services of several highly-qualified consultants who will serve all workshoppers from time to time. They are Dr. Franklin Frazier, head of the Sociology department, Howard University, and president of the American Sociological Association (consultant on Negro-White relations); Mrs. Ruth Tuck, associate professor of Sociology, Redlands University and author of "Not With the Fist" (consultant on Mexican-American Relations); Ataloa, an American Indian of the Chickasaw Nations and special consultant for the Pacific Coast Council on Intercultural Education. Leo Shapiro, director of the department of education, Anti-Defamation League, New York City (part time consultant); Sybil K. Richardson, research and guidance coordinator, Los Angeles City Schools, (part time); Dr. Leslie Pinkney Hill, president of State Teachers College, Cheyney, Pa.; Dr. Robert Haas, associate director of Pacific Coast Council on Intercultural Education (part time); Dr. Peter Ahwah Lee, minister of the Chinese Christian Church and instructor at San Diego State College; and Dr. Stewart G. Cole, director of the Pacific Coast Council on Intercultural Education (part-time).

Six units of art study are included. Five are related to creative art and one to art appreciation and room environment.

The summer workshop in Spanish combines learning by doing, and the production of teaching aids. Because of the flexibility of the workshop the range will include all grades of experience, from beginners to natives. Good pronunciation, reasonable fluency, workable techniques and production of teaching aids will be the goals.

Provision will be made for teachers to become acquainted with the new state-adopted textbook series "Arithmetic We Use" and with the teacher guide "How to Make Arithmetic Meaningful."

If enough teachers are interested a workshop section in elementary science as it is related to the social studies and language arts will be organized.

The wood shop at Horace Mann will be turned into a laboratory for elementary teachers interested in learning how to carry on construction activities growing out of the social studies program. Each teacher will be free to center his efforts on activities related to his own grade level.

Mr. Russell Henzie and Mrs. Geneva Gordon will conduct a counseling program in social hygiene, including discussion and group planning.

For the first time this summer there will be an opportunity for a group of teachers to work on Air Age Education. Teachers will be given a background in aviation information through study, conference, observation and actual flight experience.

The San Diego City Schools' unique Summer Remedial Reading Clinic will meet again with the workshop this year. More than 100 selected children of normal or superior intelligence, but with retarded reading ability will meet from nine to twelve daily. Their teachers will be selected from the San Diego City Schools teaching staff, and will work under the guidance of a reading consultant. The clinic serves as a demonstration center for members of the workshop who are interested in reading instruction.

MOBILE SHOPS BRING NEW SKILLS TO SCHOOL STUDENTS OF SAN DIEGO COUNTY

Mobile shops are bringing new learning opportunities to children and teachers in San Diego County's smaller schools by providing modern vocational aids usually found only in city schools, according to John S. Carroll, county superintendent.

Every school day the mobile shops go out to some school on their 400-mile route, bringing modern equipment and facilities to the rural communities. The trucks are former Navy-ordnance mobile-shop trucks acquired by the San Diego County Department of Education with the help of the California State Department of Education. They were adapted for teaching purposes by re-equipping with diversified light power and hand tools, clamps, vises and other equipment.

The units are conducted by a teacher-consultant from the County Schools Superintendent's staff.

The average is 18 or 20 students. The students work in leather, metal, wood, plastics, ceramics, paper and other materials. The classes meet in special classrooms, sheds, barns or under the shade of trees or the extended wings of the truck.

Fourth and fifth grade students construct model adobe houses, utensils, costumes and figures to illustrate their study of early California and Mexican life and customs. Others carry on class projects, making bookcases, tables and games.

Boys and girls in the upper elementary grades select their own activities, learning to use more complicated tools—and developing their consumer intelligence through learning about materials and construction.

The shops are also used for teaching instructors, giving them an opportunity to practice techniques they will later teach to classes in their areas.

KOREAN TRAILS TO LEARNING

By Leo B. Hart
Advisor, Elementary and Secondary Sections, Dept. of Education, Korea

Pusan is a ten hour ride by rail from the Korean capital city of Seoul. The thirteen car special pulls daily out of the station at eight o'clock in the morning, rumbles over the heavy steel girded bridge across the river Hahn, and leaves the city behind.

Soon the little villages that cluster one upon another along the right of way skim by. Rice paddies, barren, eroded hills, hills that house the dead beneath little knolls that cover their wounded sides, great rivers, and little streams, orchards, men following the plodding oxen and the plow, women and children searching for clams along the river bed, inland from the bay and the laborers working on the fields, weave a weird pattern on the mind as you speed mile after mile through endless scenes, such as these.

In the larger towns the train creaks and bangs to an abrupt stop. The raucous unintelligible roar of the station announcer's voice resounds from the loud speaker in the canopy above the platform. Crowds cluster about the little soup kitchens and noisily slurp at bowls of noodles and gulp great quantities of rice in the few short moments before departure.

Bands of little beggars swarm around the Americans, as they alight for a stroll and a stretch. Pleading eyes peer up from grimy faces enshrouded in matted mops of long black hair. Outstretched hands reach from ragged, patched, filthy and badly fitting garments, hands that are black with dirt and rough and scaly. Great scabs and scars cover much of the close-cropped heads of the tiny infants saddled in rags on the backs of the little girls, charged with their care while parents ply another trade.

A sea of clawing hands reach out in unison to catch a piece of bread, cookie or a candy bar proffered by some one touched by the sight of hungry children. In an instant the swarm increases to a multitude that comes from everywhere to share the spoils, but there is no sharing, this is a fight for survival. The sharp command of a policeman rings out and the hopeless figures fly in a hundred directions to disappear, beneath the cars, between moving trains, over ditch banks and out of sight, until the coast is clear again and

LEO B. HART

then one by one from out of nowhere these little scavengers of the stations, like hunted animals sneak stealthily and warily back along the tracks to beg, to sell their apples, candies and other wares.

Provincial Capital

Kyongsang Namdo is the province in the southeast tip of Korea. The provincial capital Pusan is headquarters of the 98th Military Command. The Japanese developed a good harbor here and built a series of docks to accommodate a promising inter-island trade, and a main-line railroad connected this seaport with all of eastern Asia.

A daily schedule is maintained by the plane that links Pusan with Seoul, Cheju Island and places served by connecting lines. This southern city affords a mild climate, beautiful scenery, and a warm hospitality. It is the Mecca of traveling soldiers and civilians on leave and going places, some for fun, others in the line of duty. Railroad Hotel is the grand Central Station of this little city on the Sea of Japan. Here the great and near-great of USAFIK and USAMGIK rub shoulders and talk things over in the comfortable lobby or over a glass in the adjoining lounge.

Touring the provinces in Korea entails some problem-solving that is not altogether of an academic nature. Transportation is "problem number one" in this land of less than plenty. Every military unit is short on rolling stock and the loan of a vehicle for travel from the post is like the gift of a shirt from your back.

Billeting is "problem number two." On field trips you stay where there are detachments of American troops and it is no military secret that at present these places are few and far between. In some of these camps there are extra bunks—the bunks of brothers away on leave. The boys will always find food for a few more when needed. The cupboard may be nearly bare but you will never know it.

The officers and men on duty in these outposts of Uncle Sam's army are the most hospitable and generous group of fellows you will ever meet. Anything they have or can scrounge for you is yours. They know the situation locally, road conditions everywhere, accommodations available at other posts, and points of interest along your route of travel.

For information they don't have, their field telephone goes into action fast. These phone connections cover all South Korea like a net and by the twist of the little crank on the battery box they reach any point they wish to contact. Long distance calls don't worry them.

Overland Jaunt

An overland jaunt thru Kyongsang Namdo in a one piece caravan with a six-wheel drive is good for what ails you. A million vibrators, applied simultaneously to one spot on your anatomy, could hardly accomplish more than this olive drab juggernaut on a rock-ribbed highway. The roads are rough, dusty and narrow, disappearing entirely from view beneath the body of the bouncing behemoth, as it circles the narrow ledges of a mountain pass that looks straight down the vertical walls of granite at the foaming waters churning in the boulder strewn stream below.

The day came in over the bay in brilliant splendor. Small boats lay at anchor on the still blue waters, silhouetted against the little mountain tops that jut through the surface, creating island knolls that form a dark, scalloped fringe along the backdrop of crimson sky. On the top of the square granite stone in front of headquarters building an arrow points eastward to Tokyo, for this was once a naval headquarters of the Japanese.

School for Sailors

Four hundred young Korean seamen now train in the well staffed and well equipped Academy at Chinhae. They are learning seamanship, navigation, engineering and all the other essentials from American and Korean teachers in an atmosphere of freedom and good fellowship.

At the Girls Middle School a gracious principal gathered teachers, principals from other schools, the Goon Soo and city dignitaries to welcome the visitors to Ma-

san. Over cakes and tea, introductions were made and expressions of gratitude were exchanged.

Classes in Korea

The art classes were conducted by one of the finest artists in the southland. The singing of the classroom group was excellent. The classes in English were like classes in foreign languages everywhere. Only one of the teachers spoke fluently. His ambition, like all others seems to be to go to America, to study. The records indicate that the lack of understanding of English has been the big handicap to the young people who have gone to America and tasted the bitter fruits of failure in some of our universities.

Americans, used to seeing shops and agriculture, electricity and other trades taught in our high schools are immediately struck by their absence in the high schools over here. If a Korean student wants to learn to teach school or learn a trade he leaves the common schools at the end of the sixth grade and enters a "special" school. Unfortunately, even the special schools now have little to offer, for they have little or no equipment and the student must learn his trade almost entirely from lectures, for books, too, are very, very scarce.

Creative Teachers

In a little, out of the way, rural elementary school, a young boy with only a high school education was doing a fine job of teaching social studies. He had no text books so he had written his own material. He had conducted community surveys. He had made maps, charts and graphs and had colored them attractively. From them he and his fellow teachers teach the story of life in the village, the Goon and the Provinces.

Adorning and brightening the drab walls of each room were samples of children's work in art and penmanship. The work of this young man is indicative of the way the ingenious and creative young teachers are putting their talents against great odds to give the children of this little country the education they know they must have if Korea is to live under a free and independent democratic form of government.

The coming of the big truck and the dust covered strangers in the funny looking clothes created great excitement among the drove of children cavorting at leisure on the campus. Like a swarm of bees they moved in behind, around and in front of the American visitors as they disembarked and moved through the school gate.

ELEMENTARY TEACHERS ATTEND KOREA'S FIRST CURRICULUM WORKSHOP

With wary caution they laughed and shouted and jumped, ran and skipped, always keeping a safe distance and moving off in frenzied unity to a point of safety on the slightest look or move of the strangers in their direction. Neither reassuring gestures nor commands from their teachers could quiet the excited group until the call for calisthenics sent them into quick formation, and soon the waving arms and legs of four hundred excited youngsters were following the directions barked from the leader's elevated platform on the grassless playing field in front of the one-story, unpainted frame schoolhouse.

Two officers and six men operate the outpost at Chinju, to patrol the area and keep order. The dining room serves as sleeping quarters for the young officers, and as an auditorium where a weird assortment of wild and wooly westerns and movie mysteries help the men to pass away the early evening hours.

Girls' Middle School

All thirty-five of the teachers stood erect to greet the visitors at the Chinju Girls Middle School. It was nine o'clock in the morning. The principal, a middle-aged man trained at Columbia, greeted the group warmly, introduced each one to his faculty who silently bowed their respect in unison. On the playing field in front of the school four hundred young girls, dressed in blue middies and skirts, stood patiently awaiting the "ceremonies." On a not too steady platform the members of the group were presented and in true Korean fashion, received from them the bow of courtesy they give so well. After the "ceremonies" the girls were marched off the field and into their classrooms in columns of fours, their group leaders barking out the commands like military men.

English Class

In his classroom the English teacher was translating aloud the story of "the Dog and the Bone." It was a word for word struggle with the use of much Hangul for explanations. The American advisor was invited to take over the class to demonstrate the American way of teaching. The girls responded well and the class took on new life. No Korean words were used. The instructor didn't know any and the method used fitted the exigencies of the situation.

They all had trouble with the sound "r" which in their language has the sound of "l"; "e" and "th" are also difficult and the "i" is always an "e". So a "crowd" be-

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INLAND EMPIRE ASSOCIATION HOLDS 45th ANNUAL MEETING

By E. R. Jinnett

The 45th annual convention of the Inland Empire Education Association closed Friday, April 9th, in Spokane, Washington. The Inland Empire Association is unique in that it is a regional group, the only one of its kind in the United States. It was organized in Pullman, Washington, in 1897 and held its first convention there the following year.

Conventions were held each year from that date up to 1942, at which time activities were suspended for the duration of the war. Activities were resumed again in 1947 with an enrollment of some 2800 attending. This year the number rose to 3000 and 3500 to 4000 are anticipated for 1949.

The name Inland Empire is derived from the fact that the group originally included Eastern Washington, Northern Idaho, Western Montana, and Eastern Oregon. Geographically this region is still known as the Inland Empire. As years went by the Association was enlarged to include all four Pacific Northwest states —Washington, Oregon, Idaho and Montana.

Alaska Included

Later Alaska came into the regional group and each year representatives from Alaska schools attend the convention. While only the four states and the territory of Alaska are officially included, increasing numbers of delegates come from such states as Utah, Wyoming, Nevada and Northern California.

Each year the speaker list includes some of the country's outstanding names in the field of education and public affairs. On the list this year were:

Willard E. Goslin, Superintendent of Schools, Minneapolis, Minnesota.

Vierling G. Kersey, Superintendent of Schools, Los Angeles, California.

Helen Heffernan, Department of Education, Sacramento, California.

Dr. Glen Snow, President of N. E. A., St. George, Utah.

Dr. Amos E. Neyhart, Pennsylvania State College.

Dr. Raymond Allen, President, U. of Washington, Seattle, Washington.

John Mason Brown, Author, Lecturer and Commentator, New York.

Mr. John Hayes, 1st V. Pres., P. T. A. National Congress.

Last year the Convention headline speakers were:

Mrs. Pearl A. Wanamaker, Supt. of Public Instruction, Olympia, Washington.

Dr. Kenneth McFarland, Supt. of Schools, Topeka, Kansas.

Mr. George J. Kabat, U. S. Office of Education, Washington, D. C.

Hon. Walter Judd, Congressman from Minnesota, Washington, D. C.

E. R. JINNETT

Dr. M. Margaret Stroh, Nat. Executive Secretary of Delta Kappa Gamma Society, Austin, Texas.

Dr. George Selke, Chancellor of Education, Helena, Montana.

Dr. Dwayne Orton, International Business Machines, New York City.

Morning sessions of the convention are held at the Fox Theatre, a beautiful and well-appointed building located near the Davenport Hotel, which serves as convention headquarters. Afternoon sessions are held in the Lewis and Clark High School just four blocks from downtown Spokane.

Section Meetings

In addition to the general sessions in the morning, afternoon sessions are crowded with various sectional meetings. A few of those participating this year were Department of Classroom Teachers of N. E. A., Department of Elementary Principals of N. E. A., Inland Empire Council of Teachers of English, Fine Arts, Geography, Home Economics, Conservation and Education, Mathematics, Music, Parent-Teacher Association, Radio and Education, Physical Education, Research, Safety Education, Science, Social Studies, Northwest Speech Conference, Teacher Education, Classical Childhood Education, The Pacific Northwest Association of Adult Education, Business Teachers, Pacific Northwest Guidance Association, Health, Industrial Arts, Jr. High School, Modern Language, Audio-Visual Education, Supervision and Curriculum Development, Superintendents and Principals.

The constitution provides that the president shall come alternately from the States represented. The regional nature of the Association is indicated by the geographical location of the officers. Dr. P. A. Gaiser, Superintendent of Schools, Vancouver, Washington, was elected president for the coming year. Howard Patton, Superintendent of Schools, LaGrande, Oregon, was chosen to the position of Vice President. Members of the Executive Committee are E. A. Hinderman, Superintendent of Schools, Whitefish, Montana; M. Lillian McSorley, Lewiston, Idaho; John A. Shaw, Spokane, Washington; J. G. Ragsdale, Billings, Montana; Henry Tetz, Superintendent of Schools, Heppner, Oregon.

One of the most interesting phases of the Convention was the large number of publishers and other firms providing school supplies of various kinds. Manufacturers and distributors of almost every article or commodity used in the field of education were well represented. Exhibit space was provided on the lower floor of the Lewis and Clark High School and during the afternoon sessions of the convention most of the exhibitors were really busy. A total of some seventy-five different firms and individuals were available to those attending the convention.

Housing

The housing situation was handled by a committee of hotel men with years of experience in taking care of conventions. It was headed by Clark Hallman, Touraine Hotel, who is a veteran at this sort

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INLAND EMPIRE ASSN. HOLDS ANNUAL MEETING

(Continued from page 9)

of work. Many reservations were made early, but through the efforts of the Hotel Men's Association a sufficient number of rooms were made available and anyone who wished to attend was provided with accommodations.

Most of the hotels were crowded with luncheon and dinner meetings of the different groups. The outstanding social event during the Convention was the All-Association Banquet on Wednesday evening in the Marie Antoinette Room of the Davenport Hotel. Dr. Amos Neyhart gave the address of the evening and entertainment was furnished by musical groups from the Spokane schools. This was followed by a dance, sponsored by the Spokane Chamber of Commerce, which was open to all members of the convention.

One of the events which is always anticipated by the men of the convention is the Schoolmaster's Banquet. This is considered by the men to be a highlight. It was held in the Round Up Room of the Desert Hotel and men headliners of the Convention are asked to be guests of the Schoolmasters on this occasion. Entertainment was furnished by the Spokane Schoolmasters, the whole thing being on a humorous plane. Needless to say no serious business of the convention was transacted at this banquet.

Teacher Placement

The placement of teachers constitutes an important part of the convention. Practically all of the teacher training institutions of the four Pacific Northwest states maintain placement bureaus during the three days of the convention. Those in charge were constantly busy arranging interviews and looking after the many details involved in the placement of teachers.

A stranger at this year's convention was heard to make the remark, "This is the most friendly convention I have ever attended." This statement from a complete stranger probably characterizes the tone of the Inland Empire Education Convention. People come year after year not only because they are interested in what the program has to offer, but because they will meet many old friends as well as contacting new ones. The hospitality of the Davenport Hotel is well known up and down the Pacific Coast. We believe also that the hospitality of the Spokane teachers is equally well known in educational circles. The Inland Empire Education Association and Spokane Teachers invite you to attend the next annual meeting, April 6, 7 and 8, 1949.

INLAND EMPIRE ASSN. SECTION GROUPS COVER EDUCATIONAL PROBLEMS

While the general meetings of the Inland Empire Education Association served to arouse educators to their terrific responsibilities to the nation and the world the small group meetings were instrumental in pointing out techniques by which classroom teachers may discover and meet the immediate needs of their children. The predominating idea in most of the meetings was child study.

In a most informal discussion the Northwest Association for Supervision and Curriculum Development problems implementing were taken up. Dr. Edgar Draper of the University of Washington and Dr. Irvin Hammer of Western Washington State College of Education led the group. Strongest sentiments expressed were in support of continuous study of the nature of child development and upon the need to assist teachers to study and experiment. Much lack of progress in the elementary and secondary school stems from the almost total absence of democratic procedures in college classrooms. Teachers hear about better methods but do not experience them. There is an obligation on the part of groups such as this one to publicize the best examples of emotional activities found at all levels.

Northwest Branch

The Northwest branch of the National Council of Teachers of English heard Dr. Gertrude Hildreth, Psychologist, Teachers College, Columbia University. Dr. Hildreth was presented by C. D. Babcock of Lewis and Clark High School of Spokane. Teachers and supervisors have long held very high regard for Dr. Hildreth because of her educational publications and were glad to hear that she has another book just off the press April first. In her talk she again emphasized the need for assisting each child to learn at his own rate and for finding the interests of children and building the school program upon them. Dr. Hildreth doubts the wisdom and efficiency of a program which considers the various language arts as separate subjects. She believes that even the youngest school children can and will learn to read, write, and spell more readily if they are engaged in activities in which their reading and language are natural outgrowths. She says, "There are no minimum essentials—there are just children."

Language Arts Panel

At another meeting of the National Council of Teachers of English the elementary and junior high school teachers heard a panel led by Miss Florence Beardsley, Oregon's State Director of Elementary Education. The members of the council had been given an opportunity to send in questions several weeks in advance of the conference. Evidence of alertness to the many pressing problems in the language arts field came in these questions of which the following are typical:

"How can a basic developmental reading program, particularly the modified and specialized phase of the program designed for delayed readers, be coordinated from grade to grade and with the junior and senior high schools to insure continuous growth for pupils?"

"We read and talk and know that the ideal way to teach reading is to the individual, but we continue to teach groups of children. The lower grades teach small groups, but the higher we go the larger those groups become. How can we teach reading to meet the individual differences in a classroom?"

The number and diversity of the problems presented were indicative of the gravity of the situation. Naturally no cut and dried solutions were presented. Rather the problems were clarified and the necessity for further study re-emphasized. The National Council's monthly publication *Elementary English Review* is publishing the best practices and theories in the field.

Many teachers who were not already members signified their interest in becoming affiliated with the Council.

The Childhood Education's Northwest Association had for its speaker Miss Harriet Carmody, Instructor in Education, State College of Washington. Asked to discuss the question, "How can teachers prevent reading difficulties," Miss Carmody gave a four point program. First she said the teacher must make every effort to be certain reading readiness is established. Every possible observation of

(Continued on page 15)

MEXICAN EDUCATORS STUDY VISUAL EDUCATION AT SAN FRANCISCO STATE

By Irmagarde Richards

For many years we have been hearing about different groups formed to further good relations between our people and the people of Latin America.

The names of various intercultural organizations have become familiar in the headlines of the press. One might almost say that hemispheric relations is one of the things we all talk about but most of us have not done much about. It is good to know that in San Francisco something quite solid and definite has been under way during the current school year for sharing with Mexico at least one item of our educational pattern.

A group of four young educators came last fall from Mexico to enter classes in the San Francisco State College. Each of them came from different lines of work in the educational program of Mexico. But all of them came with a common objective. They came to study the work that has been done in our schools in audio-visual education. They hope to return to Mexico armed with new techniques to use in meeting the particular problems of Mexican education.

Indian Problem

A national problem most difficult for us to realize is that of teaching a very large population that does not speak the national language. One third of the people of Mexico are Indians. They are of different ethnic stocks. They speak the languages of their groups. Many of them know little or nothing of Spanish. It is probable that a well implemented plan of visual aids will be of considerable help in putting over a unified national curriculum among the many distinct elements of the Mexican people. Eyes are not hampered by language barriers. So the common aim of these four young educators studying in San Francisco is to train themselves in the use of the materials that we have available for audio-visual education.

The Mexican Ministry of Education selected the four candidates for this type of training. Ignacio M. del Castillo has specialized in the field of ethnology and philology. He is the author of a series of textbooks used in rural schools for teaching reading. Dr. Daniel Espinosa Ogarrio has worked in the department of public health. Luis Borjon Parga has been director of a state agricultural school. Alicia Ulloa Arredondo has been principal of a grammar school in Mexico City.

Organizations Give Aid

Funds were made available for their work in San Francisco by the Mexican government and by the Columbia Foundation of San Francisco. On coming to California they were assisted in making their plans by Mr. Alvin Gordon, owner of the Contemporary Films Company.

Mr. Gordon has spent considerable time in Mexico and has produced two films of great value in interpreting Mexican life to English-speaking people: "Mexico Builds a Democracy," a documentary film, and "Chata," a story of Mexican childhood in the region of Tehuantepec.

Through the good offices of Mr. Gordon, the help of Dr. Paul Leonard, President of the San Francisco State College,

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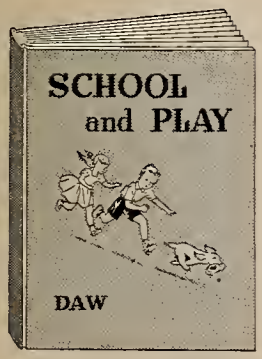
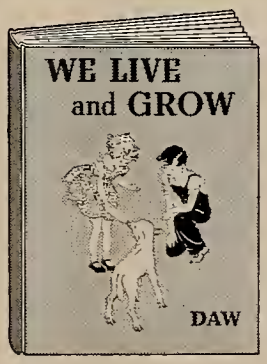
Five more readers, for grades 2 to 6 are in preparation to complete the series





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MEXICO EDUCATORS STUDY VISUAL EDUCATION AT SAN FRANCISCO STATE

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was enlisted. Dr. Leonard's work as an educator, both at Stanford and as president of the State College, has been marked by his interest in the sociological problems of education. He was readily responsive to the problems of these young Mexican educators, faced with sociological problems in their homeland of extraordinary difficulty. Dr. Leonard has generously made available to them every possible opportunity to obtain during their year in San Francisco the training and experience they need for their future tasks.

Subjects Covered

The schedule of classes arranged for the visitors has included a study of the techniques of assembling and using various types of audio-visual materials: the use of the radio and phonograph records, and the use of motion picture films, slides, and posters.

They have studied the problems of production, of script writing, organization and budgeting.

Mr. Gordon has directed their study of production. Mrs. A. V. Doris of the State College faculty has directed their study of the use of posters and libraries of audio-visual aids. They have greatly profited from their experiences of visiting the schools of the Bay Region and observing our work in this field of education.

Now nearing the end of their year in San Francisco, the Mexican educators are deep in their task of summing up the results of their work in terminal theses. In these theses they are stating their conclusions as to how the techniques of audio-visual education can be employed in their respective fields of Mexican education.

Thesis Subjects

Mr. del Castillo's thesis is concerned with the problems of production and distribution of visual materials. Upon his return he will use the skills he has gained for the production of materials appropriate to Mexico's problem of teaching a polyglot population, especially the problem of teaching adults and children to speak, read, and write the Spanish language.

Miss Ulloa will initiate an audio-visual program for teaching reading and writing in the schools of the cities where Spanish is the common language.

Mr. Borjon will apply the results of his San Francisco studies to teaching improved methods of agriculture to the rural population.

For Dr. Espinosa the materials that he has learned to use will be an invaluable aid in furthering the crusade for health education in the more remote and backward regions of the republic.

All four will teach in the Federal Normal School for Rural Teachers in Mexico City, imparting to the oncoming generation of teachers the methods they have studied and observed in use in California.

Dr. Leonard, Mr. Gordon, The Columbia Foundation and the Mexican Ministry of Education have certainly put through a solid and valuable achievement in the field of "intercultural relations."

KOREAN TRAILS TO LEARNING

(Continued from page 8)

comes a "cloud", "this" is "thees" and "that" is "tat", but I wish I could speak Korean as well as they speak English.

This school, like the others, suffers from a lack of text books and supplies. Science equipment is limited to one unframed paper picture of the human skeleton. In spite of the fine art work done in these schools, there is little evidence of it anywhere. The classrooms are cold, barren and uninteresting. There is nothing to distract the listeners' attention from the lecture—and nothing to assure that the listener is listening.

Some schools have home economics equipment. In many schools this is limited to sewing machines, in others to needles. The work they do in this field is beautiful and they love it. The girls of Korea, know well that their place is going to be in the home and they learn early in life the duties and responsibilities of a wife and mother.

Boys' Agricultural Middle School

The Boys Agricultural Middle School has a lovely campus. It is located just at the edge of the city of Chinju. The buildings are clustered behind a grove of assorted shade and fruit trees and shrubbery that line the circular walls and drives leading to the office. The boys work in the hothouses, in the vegetable gardens, the grain fields, and in the orchards and vineyards that lie neatly arranged between the buildings and the highway.

There is opportunity here, too, for the thousand boys to work with cattle, sheep and pigs, and chickens. There are no shops, no pieces of farm equipment except the hand tools and a little foot pedalled

(Continued on page 16)

NEW HORIZONS IN TEACHING
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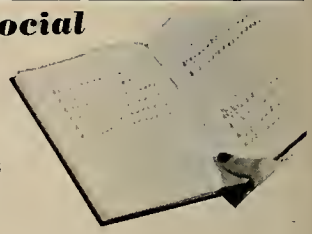

"Play-Party" book — published by Indiana Historical Comm.

"Old Dan Tucker"

You are very likely to be interested in this "Play-Party" book — an authentic collection of 58 of our own folk-songs, dances or games. Book contents are classified on basis of age of players, dramatic features, dance formation and geographical location.

Here's wholesome, old-time fun suggesting atmosphere of other days that might provide an opportunity to correlate studies with costumes and ways of early settlers. Here also might be happy physical education idea for development of poise and rhythmic grace — or playground activities which "just" naturally encourage group sociability.

This information is from Dr. MacEdward Leach, of *American Journal of Folklore*, founded 1888 — headquarters, University of Pennsylvania, Philadelphia, Pa.

If further interested — just write for "Play-Party" book (50c in coin) — Indiana Historical Bureau, State Library and Historical Building, Indianapolis, Ind.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

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Library News

Edited by MABEL R. GILLIS, State Librarian

STATE LIBRARY EXHIBITS

There will be some very interesting exhibits in the State Library during the summer. The Prints Room, which is especially designed and equipped for showing fine prints, will have during the month of May the first showing on the continent of the work of the Honolulu Print Makers Society. This group of prints by well known Honolulu print makers will begin its schedule in Sacramento and will then go on to other galleries in this state and in other states before returning to the Islands.

While the work of individual Honolulu print makers has been shown from time to time in exhibits of other societies to which they belong, and the State Library and the De Young Museum have had one-man shows from Juliette May Fraser, the well known Honolulu print maker and muralist, this is the first time that the Society has sent officially a group of its prints on the mainland.

In June a very beautiful collection of color prints of California wild flowers will be shown in the State Library Prints Room. These prints made from Kodachrome slides are the work of Brookings Tatum of Kelseyville and San Francisco.

Western Books

Not only in the Prints Room will June be a big exhibit month at the State Library but also in James L. Gillis Hall, the Reference and Reading Room of the State Library, will be shown the Western Books of 1948, a collection assembled and collected by the Rounce and Coffin Club of Los Angeles. This exhibition can be seen at the State Library from June 7 to June 27.

This exhibit of Western Books rounds out a decade of such shows in California. The first exhibition was of books printed in 1938. During the ten year period there have been seven shows that have traveled up and down the Pacific Coast. No exhibitions were held from 1943-45 because of the war. The Rounce and Coffin Club, to quote from the foreword of its 1948 catalog "has a two-fold objective in sponsoring Western books: to familiarize Western printers with the annual production of fine printing in the West, and to further popular interest in regional printing."

Both trade and privately printed books are accepted and from the entries submitted the judges select "those that conform to the standards of fine book production, judging each book on its own merits, and not one against the others." In these Western Book shows, books produced by the amateurs as well as those produced by some of the most highly skilled professional craftsmen in America may be seen. The 1948 exhibition contains forty-five books representing the best work of twenty-one contributors.

Berkeley Showing

After the exhibit at the State Library during June, Western Books of 1948 will go north to Oregon and Washington, but will be back in California for a showing at the University of California at Berkeley during October, and at other universities, colleges and public libraries through next April. All interested readers of this announcement are urged to see this exhibition if it is in your vicinity at any time this year or next.

During these centennial years there is naturally a greater interest than ordinarily in the exhibits constantly maintained in the California Room of the State Library. At present and to continue through the summer months there are four cases of exhibit material of great interest to visitors to the California Department. In one case are books of the Gold Rush period, a fine collection of some of our outstanding imprints, specifically for the years 1848-1859.

A second exhibit case contains examples of early California printing beginning with an example of Zamorano's printing in Monterey and including books, proclamations, menus, and other items printed both in Sacramento and elsewhere in California.

Another case is devoted entirely to Sutter and Marshall and Gold Discovery with some excellent photographs and the inclusion of a very rare and interesting item, Marshall's own original map of the Coloma gold mining area.

California Theatre

Material on the theatre of California is shown in a fourth case. This includes a picture of the Eagle Theatre in Sacramento, the first California building erected especially for theatrical productions, old programs and other material bringing the history of the theatre briefly down to modern times. Visitors are welcome in the California Room to inspect the exhibits there as well as to investigate the California historical material contained in that department.

INCREASE IN BOOKMOBILE SERVICE

Both city and county libraries throughout the state are looking forward to greatly accelerated use of bookmobiles to supplement library service now given by main libraries and their branches and stations. The three county libraries that have used bookmobiles for some years past are Kern, Napa and Ventura. The Alameda County Library, with headquarters in Oakland, has recently added a bookmobile to its service, and the Sonoma County Library has just ordered one which it will put into operation as soon as it can be completed and delivered.

The Long Beach Public Library has used a bookmobile for some time to give book service to the outlying districts in Long Beach, and it is now adding another traveling unit to increase the service already given.

Richmond has a fine installation in active use. Its service has been described on the radio and in print (*see* Western Journal of Education, October, 1947).

The Santa Barbara Public Library, which serves the city of Santa Barbara and also the entire county, has added a fine large bookmobile to give both city and county service to areas not covered so far by their branch system. Both San Diego city and the city of Sacramento have also added this more extensive service through the use of bookmobiles.

These traveling libraries are either large bus-like units or trailers which carry collections of books to sections of the state not yet covered by library service. They are equipped with shelving, a desk for charging the books, good lighting systems, and they are staffed by a trained librarian who not only serves visitors with the books already on the shelves but takes requests for books wanted on the next trip.

Bookmobiles have regular schedules, days on which they visit certain communi-

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LIBRARY NEWS

(Continued from page 13)

ties or certain parts of cities. By use of these mobile units, library trustees and librarians feel that they are advancing their usefulness in bringing recreation and desired information to the people of their communities.

MUSIC RECORDS IN LIBRARIES

The collections of lending libraries of music records are growing throughout the state. There are many libraries that now lend such material but I will mention only a few of them. The Karen Loynd Memorial Record Library has been established in the Burlingame and San Mateo Public Libraries, by the American Association of University Women.

These record libraries are named for Mrs. William Loynd, a former librarian and an active member of the A. A. U. W. Mrs. Loynd interested the organization in phonograph record libraries but died before the plan could be completed. The collections have been named in her memory.

Phonograph record albums, both for adults and children, have been purchased by the A. A. U. W., and the collections have been augmented by record album donations from members of the organization and from others interested.

Santa Barbara Library

The Santa Barbara Public Library also has a memorial record library. It has been established in memory of Samuel M. Ilsley, a former trustee of the Santa Barbara Library. The basic collection, predominantly of songs but including symphonies and some chamber music, was presented to the Library over a year ago at the death of Mr. Ilsley.

A number of gifts, the majority of them in memory of Ilsley, have augmented the collection during recent months. An anonymous gift of a record player adds to the value of this record collection. The records have been installed in the Art Book Room of the Faulkner Memorial Wing of the Library and are ready for lending.

The San Diego Record Lending Library will open May 4 with a concert of recorded music at the Sunset Art Gallery. This record library has been established with the support of the San Diego Public Library, the City Recreation Department and the Friends of Music.

It is a matter of regret to the San Diego Public Library that such a circulating record collection could not be established in the main library building convenient to other large collections of sheet music, scores, etc., and, as the Library states in its publication "Overdue," there it would be infinitely more useful and accessible as is the main collection to downtown shoppers, school children, workers, business men and professional people.

However, the main library building is so crowded it was impossible to install any new services, however valuable they may be. The record collection, therefore, will be away from the library building but will have the full support of the Library.

Music Room

As soon as a music room in the San Jose Public Library has been constructed, it will house the gift of David Earl McDaniel, a San Jose musician, who last year presented his entire music collection to the San Jose Public Library.

NEWS ABOUT LIBRARIANS

The recent resignation of Mrs. Laurel Hjelte as Librarian of the Plumas County Library in Quincy caused several changes in library positions in other parts of the state. Mrs. Hjelte left Plumas County to accept the position of Librarian of the Eugene High School, Eugene, Oregon. Dorothy Dorland, Librarian of the Solano County Library, Fairfield, was appointed to succeed Mrs. Hjelte in Plumas County and took office there on the first of April.

To succeed Miss Dorland in Solano County Mrs. Elsie D. Holland was appointed to begin work there on April 12. Mrs. Holland has for some time been a librarian at the U. S. Naval Air Station in Alameda. Previous to the war years, she had been a children's librarian at the Richmond Public Library and at the Hayward Public Library, and in 1940 became Librarian of Hayward.

Hayward has recently had a change of librarian. George Farrier left to accept the position of Librarian of the Alhambra Public Library. He was succeeded by Mr. Harry A. Bradford, President of the Board of Library Trustees for many years.

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EDUCATORS PLAY PROMINENT ROLE IN FIRST PACIFIC REGIONAL CONFERENCE ON UNESCO

Educators played a prominent role in the first Pacific Regional Conference on UNESCO, held in San Francisco May 13, 14 and 15.

The United Nations Educational, Scientific and Cultural Organization meeting brought approximately 3000 delegates, representing schools, educational and professional societies, scientific organizations, cultural groups, labor unions, business, civic and other groups to San Francisco. They represented community organizations in seven western states, Hawaii and Alaska.

The conference consisted of three plenary sessions held at the Opera House and attended by all the delegates, and a series of business meetings, divided according to the major interest of the delegates' organizations into Education, Communication, Human and Social Relations, Cultural Interchange and Natural Science Sections.

Speakers at the plenary sessions and the opening luncheon included George Venable Allen, assistant secretary of state in charge of the "Voice of America" program and the foreign information service; Vera Dean, of the Foreign Policy Association; Mrs. Louise Wright, executive secretary of the Chicago Foreign Relations Council; Dr. Lynn White, Jr., president of Mills College; Dr. William Carr of the National Education Assn.; Erwin Dain Canham, editor of the *Christian Science Monitor;* Margaret Mead, author and anthropologist, and Dr. George Stoddard, president of the University of Illinois.

The convening committee was headed by Mrs. Henry Potter Russell of San Francisco, long active in civic and United Nations affairs and a member of the U. S. National Commission on UNESCO, the organization chartered by Congress to advise the State Department on the U. S. course in UNESCO.

The other members of the Convening Committee were Mrs. Pearl A. Wanamaker, Washington State Superintendent of Public Instruction, and Dr. Clarence Dykstra, provost of UCLA. Both are also members of the U. S. Commission on UNESCO.

The purpose of the conference was twofold. One was to formulate policy suggestions which are now being transmitted through the U. S. National Commission to the State Department for further transmission to UNESCO itself. The other was to work out practical programs the delegates could take home to their community organizations to give them a practical working basis for aiding UNESCO's basic purpose—promoting increased international understanding as an aid to world peace.

Among the delegates were many school teachers, university professors and instructors, and others closely identified with the educational field. The section meetings on Education were the largest of the five groups.

Each subject for section meetings was broken down into two or more meetings, in order to bring down the number attending to a practical size for a business meeting. Each separate meeting was presided over by a section leader, with several experts consultants to aid him in conducting the business session. A list of section leaders and consultants follows.

Section Leaders

Education—Dr. Hugh Tiner, president of Pepperdine College, Los Angeles; Dr. J. Paul Leonard, president of San Francisco State College; Mrs. Pearl A. Wanamaker, Washington State Superintendent of Public Instruction; Dr. John Booth, executive secretary of the Idaho Educational Assn.

Communications—Frank Clarvoe, editor of the S. F. News; Thomas Lamphier, editor of the Boise Statesman; Dr. Robert Desmond, head of the UC journalism department.

Cultural Interchange—Dr. J. H. Breasted, director of the Los Angeles County Museum; Dr. Roger Sessions, department of music, UC; George Taylor, director of the Far Eastern Institute, University of Washington.

Human and Social Relations—Dr. Peter Odegard, president of Reed College, Portland, Ore.; Dr. Boyd Martin, chairman, Department of Political Science, University of Idaho; Dr. C. Easton Rothwell, vice chairman, Hoover Institute and Library, Stanford; Dr. D. E. McHenry, dean, department of political science, UCLA.

Natural Sciences—Dr. Albert Bellamy, dean of life sciences, UCLA; Dr. Joel Hildebrand, department of chemistry, UC; Dr. Richard Fuller, research professor in geology, University of Washington.

Expert Consultants

Education—Mrs. Gertrude Ball, Long Beach; Mrs. Mildred Bray, Nevada State Superintendent of Public Instruction; Louise Brown, state department of education, Calif.; Dr. William Carr, executive secretary, educational policies commission, NEA; Dr. Arthur Coons, president of Occidental College, Los Angeles; Mrs. W. W. Douglas, Berkeley; Alvin Eickholz, manager, World Affairs Department, San Francisco Chamber of Commerce; Dr. Paul R. Hanna, Stanford School of Education; Major William Dollard, United States Army; Mrs. Irene T. Haineman, assistant to the California State Superintendent of Public Instruction; Mrs. Gertrude Laws, Director, Home and Family Life Education, Pasadena Schools; Dr. Laurence Sears, Mills College, Oakland; Dr. William Webster, Jr., president, College of Idaho, Caldwell, Idaho; Mrs. Louise Wright, Foreign Policy Association, Chicago.

INLAND EMPIRE SECTION MEETINGS

(Continued from page 10)

visual maturity, motor coordination, auditory acuity and general alertness should be made. Records of kindergarten teachers and visiting teachers as well as formal test results should be carefully studied. Miss Carmody insisted that mere chronological age was a most important factor. She said that many of the college students who have reading disabilities have been launched on a reading program too early. She approved the growing trend to raise the age limit for school entrance.

Second, the child should progress at his own rate with relation to his mental and emotional maturity. Only by so doing will he have confidence. Miss Carmody said, "Unfortunately there are dictators in schools. They are not the superintendents or the supervisors. They are the teachers in the grade above one. They have been telling the teacher what children should have read and learned before they enter their classes. This must stop. Many first grade children should read only preprimers. Some should read only one. The second grade teacher who cannot or will not teach first grade should not sign a contract. Only by helping a child to develop at his own rate can one keep up his confidence. This means also that a rapid learner should not be held back to mediocre accomplishment in a group."

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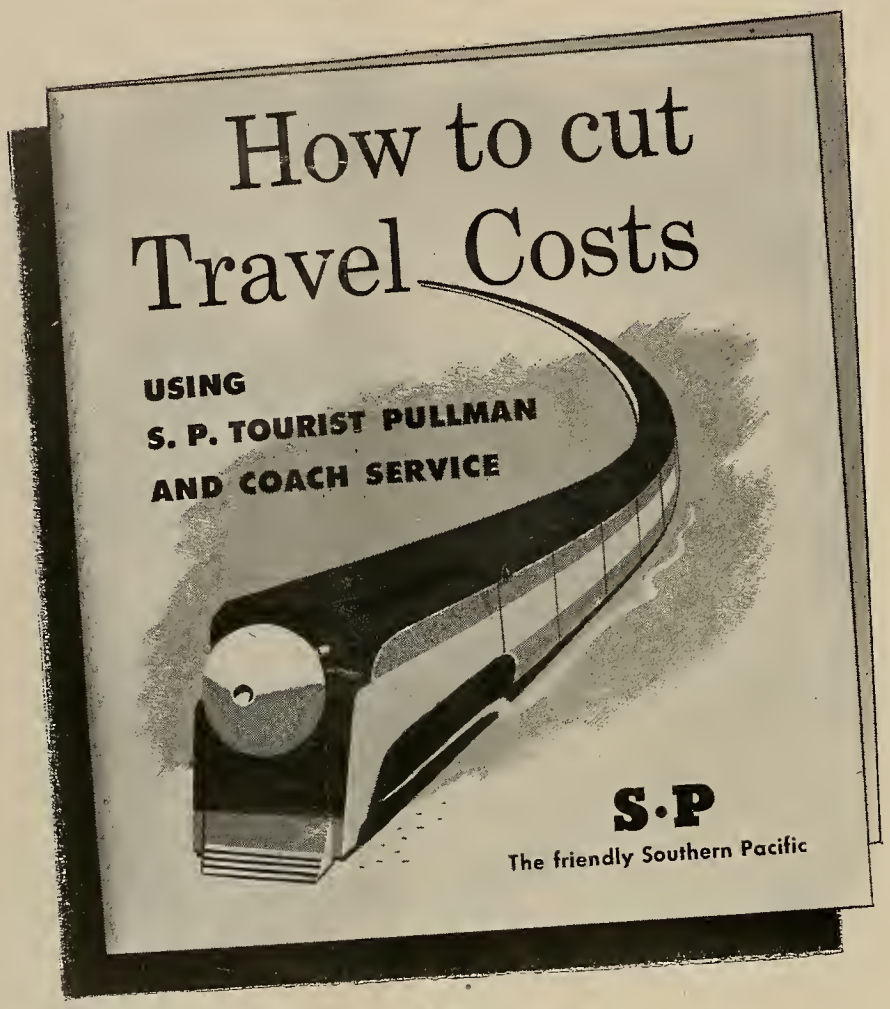

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KOREAN TRAILS TO LEARNING

(Continued from page 12)

machine, at which a student sat sweating in the sun, making rope of rice straws.

Lines of men with loads of wood piled high on the "chigis" on their backs chant melancholy tunes as they rhythmically swing down the hillsides with their precious cargoes, undisturbed by the thought of the fast depleting supply of timber they leave behind on the slopes of this fuel hungry land.

Slow-moving oxen, their owners trudging slowly beside them or reclining restfully on the carts of varied cargoes, move in single file along the outer rim of the narrow road.

In each village, in windowless classrooms, teachers and pupils search for the way to freedom for a liberated people. Three million children sit daily at their desks studying the way of democracy. Courageously and determinedly they face the future with a faith that will not be denied. For these and generations yet to come, the dust covered army truck traversed the rough and winding roads of Kyongsang Namdo.

JOTTINGS OF A TRAVELING BOOKMAN

(Continued from page 4)

study, and who, when they do graduate, are fit for little upon this earth but to bemoan their poor lot.

While Pundit Cummings has been panned by many writers to the *Contributors to the Press* columns published in this same newspaper, one must admit that he has a point of argument. As a nation we are educating too many white collar men.

We have placed labor above what is supposed to be the best in life. We do have a feeling that one ought to make a comfortable living out of someone else's sweat and toil. What is really true is that there are many students in colleges who do not have the mental qualities to do credible work or do not even have the desire to do so. But that does not tell the whole story. If these youth do not go to college, where should they go to be trained for living and earning a living?